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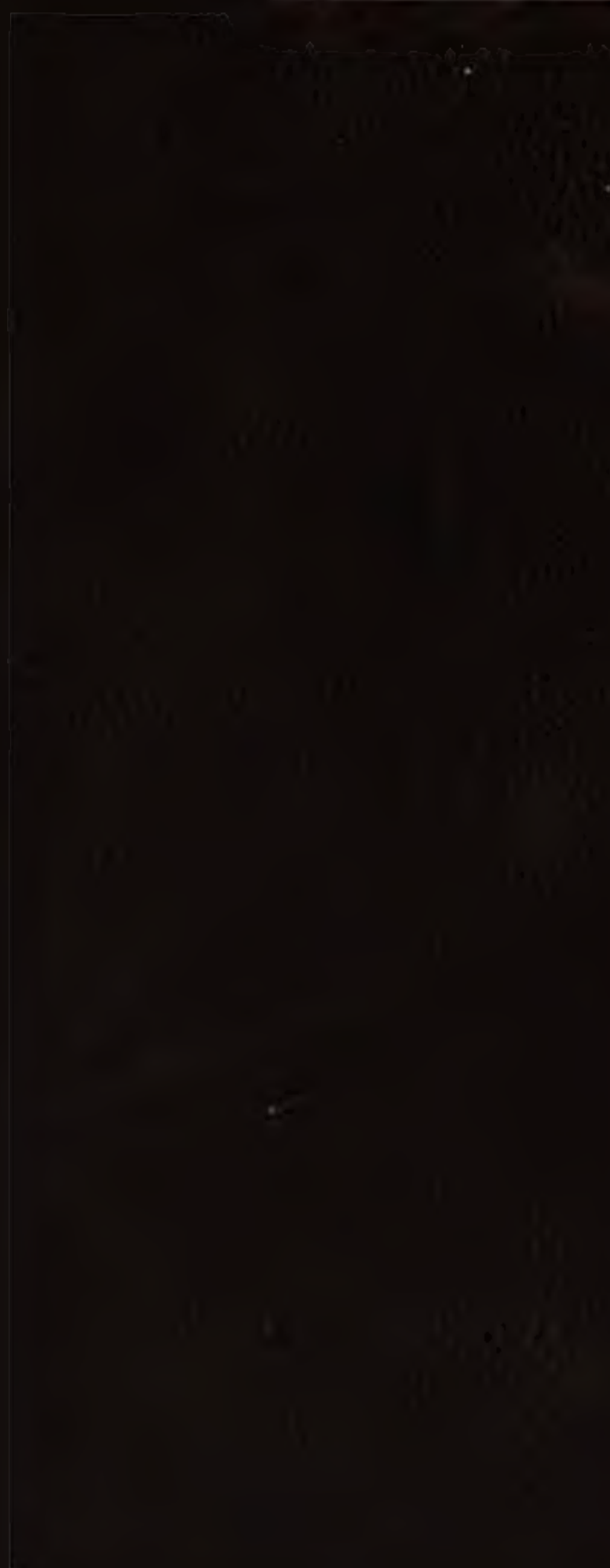
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BIENNIAL REPORT
OF THE
VERMONT
BOARD OF EDUCATION,
101596

WITH THE
REPORT OF THE SECRETARY,

MADE TO THE BOARD

OCTOBER, 1872.

BEING THE FIFTEENTH REPORT OF THE BOARD.

.....

MONTPELIER:
FREEMAN STEAM PRINTING HOUSE AND BINDERY.
1872.

REPORT OF THE BOARD.

To the Honorable, the Legislature of the State of Vermont:

GENTLEMEN: The Board of Education submit the following as their Fifteenth Report, being the First Biennial Report of the Board.

Annual meetings of the Board were held at Montpelier November 1, 1870, and November 7 and 8, 1871,—at each of which meetings John H. French was re-appointed Secretary by unanimous vote. The Board are fully convinced that the State is fortunate in being able to retain the valuable services of the present Secretary, and that there has been very gratifying improvement in the condition of the public schools during the past few years, in view of which the friends of popular education have reason for encouragement and increased effort in this cause.

TEXT-BOOKS.

By section two of an act of the Legislature, entitled "An Act in addition to section seven of chapter twenty-two of the General Statutes, relating to text-books prescribed for use in the District Schools of this State," it became the duty of the Board, on or before July 1st of the present year, to select a list of text-books for use in said schools, for five years from November 1, 1873.

 AUTHORIZED LIST OF TEXT-BOOKS.

At the annual meeting in November, 1871, the Board appointed a committee of its members, to whom this matter of text-books was referred, with instructions to report, at a special meeting of the Board, what changes, if any, they thought desirable in the present authorized list; also, pursuant to law, to obtain the advice of leading teachers of the State in the matter under consideration, and avail themselves of any other helps they might desire in preparing their Report. The following circular was sent to all the town superintendents, and principals of Academies and Graded Schools of the State :

STATE OF VERMONT.

OFFICE OF BOARD OF EDUCATION, }
 Burlington, Nov. 14th, 1871. }

To Town Superintendents, Principals of

Graded Schools, High Schools, Academies, and Seminaries :

An act passed by the General Assembly, in the year 1866, makes it the duty of the State Board of Education to select a list of text-books to be used in the common schools of this State for and during five years from November 1, 1873.

The following is the list of text-books authorized to be used in the common schools of the State for the five years beginning the first of November, 1868 :

READERS.—Town and Holbrook's Series, excluding the intermediate; and Hillard's Sixth Reader.

SPELLERS.—Town and Holbrook's Progressive.

MATHEMATICS.—*Arithmetic*: Greenleaf's New Primary; Greenleaf's Intellectual; Greenleaf's Practical. Walton's Cards and Keys, Nos. 1 and 2. Davies' University Edition, for high and normal schools only. *Algebra*: Greenleaf's New Elementary.

GEOGRAPHIES.—*Descriptive and Political*: Mitchell's First Lessons; Mitchell's Primary; Mitchell's Intermediate,—Vermont Edition. *Physical*; Monteith's Physical and Astronomical. Guyot's Common School; Guyot's Wall Maps.

GRAMMARS.—Tower's Elements. Norton's Weld and Quackenbos.

 AUTHORIZED LIST OF TEXT-BOOKS.

HISTORIES.—Lossing's Common School. Hall's History and Geography of Vermont, edition of 1868.

NATURAL PHILOSOPHY.—Quackenbos's, for graded and high schools only.

PENMANSHIP.—Payson, Dunton, and Scribner's.

You will confer a favor upon the Board, by filling the blanks in this Circular, and returning it to this office, before the 29th inst.

Respectfully yours,

JOHN H. FRENCH, *Secretary.*

The following text-books are in use in this school:

Spelling

Reading.....

Penmanship.....

Geography.....

Arithmetic.....

Algebra.....

Grammar.....

U. S. History.....

History and Geography of Vermont.....

Natural Philosophy.....

Of the text-books in the present authorized list, I think those named below are not well adapted to the schools of Vermont; and that the State Board of Education should select other text-books for use in place of the same:

(Here give the names of books; also state any objections to them that you may wish to submit for the consideration of the Board.)

(Sign name here.) _____

Superintendent or Principal of _____
Town of _____, *Vermont.*

Copies of text-books by different authors on the several subjects of study pursued in the common schools of the State, were procured of the publishers, and forwarded to six prominent teachers of the State, selected to examine said books, with the request that they would do so, and report to the Board, in writing, their opinions of the comparative merits of these books for use in our district schools. The reports of these gentlemen, which are evidently the

AUTHORIZED LIST OF TEXT-BOOKS.

result of a thorough examination, are appended to this Report, and attention is especially invited to them.

The committee met at three different times, carefully considered the communications received from superintendents and teachers, examined and discussed the merits of several series of text-books, and with no little labor completed their report to the Board. At a special meeting of the Board, held at Middlebury, June 18, all the members being present, the list of books appended to this Report was adopted. Each proposed change was separately considered and voted upon, and, with the exception of a single instance, the action of the Board was unanimous.

The Board have acted with the conviction that the selection of a list of text-books for use in the public schools of the State is one of the most important of the duties imposed upon them; and they have found it scarcely less difficult than important. Much time and thought have been expended in this work, not only by the special committee, to whom the matter was referred, but by each member of the Board. We have endeavored to discover, as far as possible, the sentiment of the people respecting any proposed change, and the opinions of teachers on the several books under consideration. Time has been cheerfully given to consultation with publishers of school books or their agents, who were naturally much interested in our action, but who have, it should be said, been very generally courteous and considerate in the presentation of their claims. The Board has not been unmindful that a change in school books is unwise, unless very considerable advan-

AUTHORIZED LIST OF TEXT-BOOKS.

tage is likely to result from it. Yet the provisions of the law, making every change that is made a gradual one, involving little or no additional expense to the pupils, has led the Board to alter the prescribed list of text-books more than, under other circumstances, they would have done. So great has been the improvement in school books, during the past few years, that it has not been easy to select from several works, all very good, the best. We have been influenced in our choice, mostly, by the believed substantial merits of the works, not however without regard to their adaptation to the district schools in Vermont, and the expense to parents and others who have to provide books for their children.

The law not only makes it the duty of the Board of Education to select, once in five years, a list of text-books for use in the schools of the State, and publish the same "in all the newspapers published in the State during the month of January next following the making of such selection," but also requires that "they shall, in their next annual report after such recommendation, publish the reasons which governed their action, together with such opinions of teachers as shall have been furnished them, as herein provided." It may be permitted the Board to refer to the reports of teachers, which are appended to this Report, as a statement, in part, of the reasons which determined their action. The following brief statements are given in addition.

AUTHORIZED LIST OF TEXT-BOOKS—GEOGRAPHY.

GEOGRAPHY.

It is believed that the method of teaching Geography, presented in Guyot's books, is more natural, interesting, and fruitful in valuable results, than the old method : that these books make a real advance in the science, and in the method of teaching the science, of Geography. It will be seen, from the published reports of the teachers who were invited to examine text-books, that their opinion is almost unanimous in favor of Guyot's series. It is believed that this opinion accords with the views of a large majority of the ablest teachers of the State.

It has been objected that many of the teachers in our schools are not now qualified to use these books. It may therefore be said, that arrangements have been made with the publishers of Guyot's books, to send, free of expense to the State, one of their ablest lecturers, to give instruction to teachers at our Institutes, for two years, in this system of teaching Geography. This will afford all our teachers an opportunity to become acquainted with these books, and the manner of using them. It may also be added, that the publishers have entered into contract with the Board to publish, without addition to the price of the book, a Vermont edition of the Intermediate Geography, containing matter not to exceed eight pages, (quarto), on the Geography of Vermont, and a new map of the State ; all to be submitted to the approval of the Board, before being printed.

AUTHORIZED LIST OF TEXT-BOOKS—ARITHMETIC, GRAMMAR.

ARITHMETIC.

It was not without much free and careful discussion that French's Series of Arithmetics was selected in place of those now in use. The series is better graded, on the whole, than any other which came under examination. The character of the definitions and rules, the arrangement of the subjects, and, especially, the practical nature of the problems, are among the prominent *excellences* of these books.

There was no doubt on the part of the Board respecting the superior merit of this Series. It will be seen also that five of the six teachers, whose reports are published, give these books the preference. In order more fully to meet the wants of the schools in this State, an article on the subject of Annual Interest is to be inserted in the Common School Arithmetic of this series, the present year. For more detailed statements of the excellences of French's Arithmetics, see reports of teachers.

GRAMMAR.

Without specifying particulars, it is sufficient perhaps to say, that Greene's English Grammars are believed to be more philosophical in their treatment of the subject, than those now used in the State. They treat language as the expression of thought, and as determined, in structure, by the laws of thought. Study of Grammar, according to these text-books, will be found to be something more than rote-learning, and, with competent instruction, it is hoped better results may be realized, than have been heretofore,

AUTHORIZED LIST OF TEXT-BOOKS—READERS.

in this most important, but, in our State, much neglected branch of common school education.

A book bearing the title "A Drill Book in the Elements of the English Language, by Edward Conant, A. M., Principal of the State Normal School at Randolph," was presented to the Board, and sent to the teachers selected to examine books. In accordance with their recommendation it has been added to the list as a Parsing Book.

READERS.

There seemed to be but one opinion on the part of teachers and town superintendents, and friends of common school education throughout the State, on the question of a change of Readers. A new series of Readers was the great need of our public schools. But the selection of one, from among many excellent series, was not an easy task, and occupied more of the time and thought of the Board than any other part of their work. As the series finally adopted by the Board is not the one recommended by a majority of the teachers whose advice was sought, a fuller statement of the reasons which influenced the Board in their choice of Readers, than is given for their other selections, may be required.

Four of the six teachers who examined text-books, expressed a preference for the Analytical Readers; one for a mixed series; one for the New American Readers. Several series were carefully examined by the Board, but it, at length, appeared that our choice would be between the Analytical and the New American, and it was not without

AUTHORIZED LIST OF TEXT-BOOKS—READERS.

much discussion that the New American Readers were adopted. It should be said that the Analytical Series had found its way into several of our district schools, and was in use, contrary to law. The New American Readers were published last year, and were wholly unknown and untried in the State. So much better are the Analytical Readers than those at present authorized for use in the State, it is natural that teachers, who have used them, should be warmly enlisted in their favor. But they seemed, to the Board, to have many grave defects, besides being very expensive books, and not well adapted to the wants of the majority of our district schools.

Among the reasons which governed the Board in adopting the New American Readers, may be mentioned :

1. The Readers are well made and durable.
2. In quality of paper, clearness of type, and beauty of illustration they are unsurpassed.
3. The selections, in point of literary merit, are certainly not inferior to those in the Analytical Series ; on the whole they are believed to be better.
4. The quantity of matter, though less than in most other series, is amply sufficient for the wants of our schools.
5. The books are cheaper than those of any other series published ; much cheaper than the Analytical Readers. As the number of Readers required in the schools exceeds that of any other kind of book, and as the supply of books is an item of expense, burdensome to many families, the Board have felt that the price of Readers and Spellers was an important consideration, and, unless it involved a sacrifice of

AUTHORIZED LIST OF TEXT-BOOKS—READERS.

real advantage, the cheaper should be preferred. Supposing that a book of higher grade than the Fifth of the American Series might be needed for use in the High School departments of the graded schools, Hillard's Sixth Reader has been retained, the literary character of its selections, and the rules of elocution, in the introductory part, commending it as a book for the use of pupils of an advanced grade.

One chief excellence of the Analytical Readers is the word-method, adopted in the First Book of the Series. This method is doubtless a great improvement on the old plan, the A B C method; and for this reason several members of the Board were at first anxious to put the Analytical Series upon the list. But subsequently a small book, entitled "Webb's Word-Method," was brought to the notice of the Board. This book, whose author is also the author of the first books of the Analytical Readers, contains the word-method adopted in the Primary Reader of the Analytical Series, with full and complete directions how to use it. The book has been added to the list of Readers adopted by the Board, to be used, at the option of teachers, as introductory to, or a substitute for, the first two books of the New American Series: and the Board earnestly recommend its use in the primary schools.

The word-method of teaching children to read is exactly consonant with the mental processes by which the elements of all knowledge are acquired. It is very simple; and any teacher, by careful attention to the directions given in Webb's Word-Method, will be able to use the

AUTHORIZED LIST OF TEXT-BOOKS—HISTORY, PHILOSOPHY.

book successfully; and children will be found learning to read with surprising ease and rapidity, and, what is more, to read fluently and with proper intonation and accent.

HISTORY.

In selection and arrangement of the materials, and in simplicity of style, Anderson's Grammar School History is believed to be a book which the pupils in our public schools will study with more interest and profit than they do the work now in use. The author has engaged to add to the Vermont Edition twenty-four pages on the History of Vermont; and it is thought that this book, thus enlarged, in connection with the addition to be made to Guyot's Intermediate Geography, will obviate the necessity of a separate work on the History and Geography of Vermont, and also reduce the number of classes in the schools.

PHILOSOPHY.

The reasons which have determined the Board to select Steele's Philosophy as a text-book on Philosophy, may be found in the reports of teachers, a reference to which must suffice.

In conclusion, it is proper to say, the Board claims no infallibility of judgment, and does not presume that the list of books selected will be approved throughout by all teachers. All we claim is, that we have tried to do our work impartially, and with sole reference to the interest of the schools of the State. Attention is here called to the remarks of the Secretary, in his Report, upon the advantage

STATE SCHOOL-BOOK DEPOSITORY.

of a uniformity of text-books in our public schools, and to the statements made concerning the extent to which the law, providing for such uniformity, is observed.

ADDITIONAL STUDIES.

In accordance with the statute providing that "the Board of Education shall recommend to the Legislature such changes as they deem neeeful in the existing laws relating to education," it is hereby recommended to your Honorable Body, that Physiology, Vocal Music, and Elementary Drawing be added to the list of studies required by law to be taught in district schools ; and that the Board be authorized to select suitable text-books upon these subjects, and also to adopt a text-book on Civil Government, and some uniform system of penmanship.

STATE SCHOOL-BOOK DEPOSITORY.

Members of the Board have frequently been urged, by citizens of the State, to devise some way by which pupils of our schools may be exempted from the necessity of paying so large profits, to retail dealers, for the books they use. This subject has engaged the attention of the Board from time to time, and after considerable consideration, it has been decided to recommend the establishment of a State School-Book Depository, at some convenient location in the State, at which shall be kept constantly on hand a supply of the authorized text-books, to be furnished to town

STATE SCHOOL-BOOK DEPOSITORY.

superintendents, teachers, parents, and pupils of the State, at cost.

Proposals have been made by publishers to supply the State with these books at forty per cent. discount from the retail price ; and arrangements can probably be made with the express companies to transport books, at uniform rates, to all parts of the State.

Two plans for the establishment of such Depository are suggested. *First*: To entrust the business to some one bookseller, allowing him to charge the purchaser not to exceed ten per cent. in advance of the first cost, as compensation for his services. By this plan pupils would obtain their books at about thirty per cent. discount from the retail price. Or

Second: To make an appropriation of money from the treasury of the State, sufficient to provide a place for keeping the books, and pay the hire of a clerk to take care of them, and supply orders ; placing the Depository under the general supervision of the Secretary of the Board, or some other suitable person or persons. By this latter plan, the pupils would obtain their books at about forty per cent. discount from the retail price. On either plan there would be a large saving of expense to the State ; not less, on an average, than *Twenty Thousand Dollars per annum*. No parties, except a few booksellers in our larger towns, would suffer any pecuniary loss, while the gain to the many and poorer citizens would be considerable.

This subject is earnestly commended to the consideration of your Honorable Body.

NORMAL SCHOOLS.

The State of Vermont has now three Normal Schools, located severally at Randolph, Johnson, and Castleton. These schools are supported at an expense to the State of three thousand dollars per annum. For statistics of the Normal Schools, see report of Secretary.

These schools have been steadily improving in the quality of their work, and they accomplish as much as could reasonably be expected of institutions no better endowed; and, as they are to be continued, for several years at least, the Board recommend a larger appropriation of money to each of them.

We, in Vermont, have as yet, but an inadequate conception of what a Normal School should be, and may be, and do, for the cause of common school education. In Germany, whose system of public schools surpasses probably that of any other nation in efficiency, it is believed that the *Art of Teaching* can and should be *taught*. Hence, training schools, called *Seminarien*, are found in all parts of the land; and no one is appointed to the position of teacher in the State schools, by the general or local governments, who has not gone through a course of training, and, by examination, proved himself fitted for the work.

The great want of our State is, more competent teachers. The highest results of education will not be attained, until the teacher himself, rather than the text-book, be the center and moving spring in the work. But this can not

NORMAL SCHOOLS—SECRETARY'S SALARY.

be, until the teacher is master, not only of the sciences he undertakes to teach, but of the art of managing a class, and of imparting knowledge, so as to stimulate and develop the faculties of the pupils.

Within the past few years graded schools, with a High School department, have been organized in many of our larger towns, and the system seems likely to prevail, and to supplant the old plan of separate district schools with an academy in the village. The Board look with favor upon this movement, and the general adoption of the Town System as intimately connected with it. But if this system of graded schools is to become most efficient, there must be found thoroughly trained teachers for the positions of principal and first assistant in these schools. In order to the best success of our educational enterprise, the Normal Schools of the State ought to furnish, year by year, a full supply of this class of teachers.

SECRETARY'S SALARY.

When the State first created a Board of Education, with a Secretary, as guardians of the interests of public education, their work and his were much less than, by the course of legislation, they have now become. The first two gentlemen who served the State in the capacity of Secretary of the Board, had other regular and official employments, which occupied a considerable portion of their time. It was understood that the State was to claim only a *part* of their time, and the salary of the Secretary was fixed on the basis of part-time service. No one could think twelve

SECRETARY'S SALARY.

hundred dollars a sufficient compensation for the *whole* time and energy of any person competent to fill the office of Secretary of the Board of Education.

The last General Assembly passed an act relating to the duties and salary of the Secretary of this Board, the principal provisions of which act were as follows:

1st. It required the Secretary to take general charge, in person, of all the Teachers' Institutes;

2d. It made provision for the current expenses of his office, and added \$400 to his salary:

3d. It reduced the appropriation for Institute expenses \$1,050 per annum.

It will be seen that this act contemplated the possibility of a reduction in the expenses of the Teachers' Institutes, by imposing upon the Secretary a considerable portion of the work of instruction in the same. This reduction amounted to \$1,050 per annum, while the increase of the Secretary's salary and his office expenses would not exceed \$550 per annum, leaving a net gain to the State of at least \$1,000 for the past two years.

It is but just to the Secretary to say, that he neither sought nor desired the passage of this act. On being consulted by members of the General Assembly, relative to its introduction and passage, he stated that, while he should prefer that no action should be taken on the subject, yet, if the interests of the schools and the State could be better subserved with, than without such a law, he would waive all personal considerations, and attempt to perform the additional labor which would be imposed upon him by the law.

SECRETARY'S SALARY.

Although the act passed both Houses in ample time to reach the Governor for his signature before the close of the session, it did not reach him until eight days after the final adjournment of the General Assembly ; and thus the will of the people was defeated, and the act failed to become a law. Where this bill was, in the interim between its final passage and the time it reached the Governor, at Middlebury, by mail; and why it was not presented to him for his signature before the final adjournment, this Board is not informed.

Notwithstanding this defeat of the will of the people, the Secretary of this Board has, by much additional labor on his part, so managed the Teachers' Institutes the past two years, as to make a saving to the State of over \$1,300 of the appropriation for Institute expenses. In view of these facts, it seems but simple justice that the State make good the provisions of the act above referred to, by paying to the Secretary his office expenses and the increased salary, from the date of the passage of said act to the present time.

The work at present required of the Secretary, is much in excess of that required of either of his predecessors. The following statement will show this: Mr. Adams annually held fourteen Institutes of two days each. The present Secretary holds fourteen Institutes of five days each. The law also requires him to hold fourteen Superintendents' Conventions, which occupy, on an average, two days each, including time of travel; to make six visits to Normal Schools, two days each; to examine three Normal Schools twice a year, occupying from three to four

SECRETARY'S SALARY.

days each; besides spending at least four weeks in the preparation of questions to be used by town superintendents in examination of teachers. Most, if not all of these last-mentioned items, are in excess of any requirements made upon the first Secretary of the Board. If we add to the above, the time spent in obtaining statistics, the preparation and distribution of School Registers, the preparation of his Report, and attention to almost daily calls, of an incidental character, it will appear that the services at present required of the Secretary must occupy nearly the whole of his time.

The time has come, when it should be considered whether the State can not afford to pay the Secretary a full salary, with the understanding that he is to give his whole time and attention to the duties of his office. In this case he might, in addition to the labor now performed, canvass the State, town by town; become better acquainted with the schools, and teachers, and people; advise with them whenever advice was sought; and, by public lectures, awaken throughout the State increased zeal in the cause of popular education, on which the prosperity and glory of our, and every, commonwealth, so largely depend.

Respectfully submitted.

JOHN W. STEWART, *ex officio*,
MERRITT CLARK,
GEORGE N. WEBBER,
BENJ. H. STEELE,
B. F. BINGHAM,
M. H. BUCKHAM,
DAVID M. CAMP,

*Board
of
Education.*

REPORTS OF TEACHERS.

REPORT OF J. S. SPAULDING, LL. D., PRINCIPAL OF BARRE
ACADEMY.

To the Honorable, the Vermont State Board of Education :

GENTLEMEN:—In presenting to you my opinion of the various school books sent by your Secretary, I would say, I have not examined every particular of each book of the different series, but I have taken certain points, or subjects, of the same grades, and compared them as carefully as time would allow.

Having selected, for instance, a few pages at the beginning of the first, second, and third books on Geography, the maps of North America and New England, I have given these as full an examination as I thought necessary; and supposed an opinion formed on these points would apply to all parts of the whole series.

In our public schools the design should be, to give a child merely the outlines of an education, correct so far as the pupil advances ; and in after years, these should be filled and rounded off, by observation and further study.

I object *in toto* to cramming a school book with questions, and requiring the pupil to memorize their answers ; it overloads and nauseates the mind, rather than stimulates it to a healthy action. Also, I object to so much “ baby talk ” printed in a text-book, as some authors think advisable. It seems to me, every intelligent teacher can simplify the subject sufficiently, without being obliged, with the pupil, to wade through so much *twaddle*. Again, I object to a text-book on Geography in which are found the first and last letters of the answers, in connection with the questions ; the place required is not associated with its position on the map, and with its relation to other places, but with the letters given.

I approve in a geography of a clear, open map, with the boundaries distinctly marked, with the names of the principal places plainly printed, and just questions enough to lead the pupil to take a complete view of the country, and the location of the more important towns.

Admitting, then, that the four series of Geographies under consideration are equally correct in their arrangement; equally complete and clear in their principles, definitions, and descriptions; the weight of my opinion would turn in favor of the Eclectic Series, by Von Steinwehr, containing, in the series, all the mathematical, physical, political, and descriptive geography that is essential to prepare the pupil for a more extended course of study on the subject, in the higher departments of education.

Of the Arithmetics submitted to my inspection, I can, from a trial in the school-room, speak of two series, Eaton's and French's; and only from what I have seen, of Walton's.

I find an interest in the study of Arithmetic is immediately felt on the part of the pupil, whenever he is brought in contact with something tangible, and he can see that nearly every theorem and problem means business.

I have used French's Common School Arithmetic for three terms, and I am fully convinced that his series is *the one* for our public schools.

As to Walton's Cards, I have no *sympathy* with any thing of the kind; they cost more than they amount to.

I think the great defects in our Readers are: 1st. A want of adaptedness to the pupil's capacity; 2d. Too much matter crowded into one book; and 3d. Too many books in the series.

In comparing the quality and adaptedness of the Readers sent me for examination, I find no series so well suited, in my opinion, for our public schools, as the New American Readers, by E. Sargent and A. May. It seems to me this series follows the natural order of development of the

TEXT-BOOKS—REPORTS OF TEACHERS.

child's mind, and furnishes all that a teacher of ordinary intelligence needs, to interest the pupil in either the A B C, the Phonetic, or the Word Method of teaching; and also, with a little skill on the part of a good instructor, in all these methods combined. The quantity of matter and the number of volumes do not encourage rapidity.

I think much of Potter's Manual of Reading; and, if any book should be required to complete the series above mentioned, I know none better.

Worcester's Pronouncing Speller is well arranged and calculated to give pupils a thorough drill in spelling; it contains much information not found in other spellers, and, on the whole, I think it the best.

Of the two Histories, I prefer Barnes's Brief History of the United States, containing the more important events occurring in the country, that will interest the child. Details can readily be supplied by the teacher.

I use Steele's Chemistry, Astronomy, and Geology, and have not yet seen good reasons for making a change; and I like the appearance of Steele's Philosophy; I think it a good work for the public schools.

Conant's Drill Book contains good selections for parsing, but I have never seen the teacher who would adopt his plan; and I am of the opinion that it will not be carried out by any one: for a poor teacher can not, and a first-class instructor will not.

I like the arrangement of Greene's Grammars; I think his Introduction well adapted for classes in our grammar schools, and his larger work suitable for the more advanced grades.

In concluding my report on the school books sent me for examination, I need not say to you, gentlemen, I have entered into a minute detail of the merits or demerits of each work. I have only attempted to state my preference, from

the general impression received on a thorough examination of them as time would permit; and I am sure the time given by me to this subject has not been entirely lost to myself, even though it should prove to be of no advantage to you.

Respectfully submitted.

J. S. SPAULDING.

BARRE, April 20, 1872.

REPORT OF EDWARD CONANT, A. M., PRINCIPAL OF THE STATE
NORMAL SCHOOL AT RANDOLPH.

RANDOLPH, VT., March 1st, 1872.

*Hon. John H. French, LL. D., Secretary
of the Vermont Board of Education :*

SIR:—I have the honor to submit the following report on school text-books :

Readers.—I prefer the Analytical Readers. Children are interested in them, young men and women find in them much to interest and instruct and stimulate. They are well adapted for use with the word method, or with the older letter method. They furnish means for very careful training in articulation and pronunciation. They are very strong in the "Analyses," which exhibit methods of getting at the thought presented. This is a capital excellence. I judge the books of this series to be as good as any, in other respects, much better in this.

Spellers.—Worcester's Comprehensive Speller seems to me to be better adapted to the ordinary work of our district schools than any other of those sent me. The association of words according to sounds and forms seems, on the whole, to be the most natural for the purpose of learning to spell. Dictation exercises and lessons in defining are of great value, and abound in this book. A knowledge

TEXT-BOOKS—REPORTS OF TEACHERS.

of the more common prefixes and suffixes is of great use, and this book furnishes very convenient exercises for teaching them. I could wish the book a little more *Websterian* in some particulars, but on the whole I prefer it.

Arithmetics.—Of the Arithmetics, Eaton's seems to me to excel in its arrangement, especially in fractions; French's to excel in the methods of written operation, especially in the first four rules; and Walton's to excel in bringing always clearly home to the apprehension of the learner the subject matter to be learned.

Eaton's Common School Arithmetic is not sufficiently elementary in the first rules. It does not show how to cast interest in Vermont. It sometimes defines a term as having but one meaning, and uses the term in several meanings.

French's Common School Arithmetic is so constructed as naturally to lead to too much memorizing. It is not sufficiently clear in its treatment of interest for Vermont. In its definitions it is sometimes faulty, (e.g.: definition of annual interest, and of cylinder). It sometimes defines a term as having but one meaning, and uses the term in several meanings.

Walton's chief fault is his fussiness in the use of language; see definitions and explanations in Subtraction, and rules for Addition, Subtraction, Multiplication, and Division. But he is clear, and is generally content with the speech of a man. He tells his pupil how to cast interest according to the law of Vermont. I should think that Walton's series, including his Table, is likely to be more useful in our schools than either of the others presented.

Geographies.—I hold that Physical Geography is the proper basis of geographical knowledge. I find Guyot's books to stand more squarely on that basis than either of the other series presented, and to be so nearly equal in other respects, that I prefer it to either.

The maps of Mitchell's larger books are too full of towns for school use, and are lacking in some important matters,—as the showing of lowlands and highlands,—and in the text much space is wasted in repeated descriptions, lists of products, &c.

Von Steinwehr's is beautifully executed. The maps are superior to either Guyot's or Mitchell's; but it does not begin so fully at the right end as does Guyot's.

Natural Philosophies.—I find the two books to which my attention has been called very nearly equal in merit. I seem to find in Steele a fresher style, and a more frequent reference to, and explanation of, common phenomena. Steele's seems more like a Philosophy of common things for the common people. For this reason I prefer it.

Remark I. Of the books presented none, in my judgment, are poor books.

Remark II. I did not, at the beginning of this report, give a full list of the books received from your office; but I have included more than all concerning which my opinion was asked.

All which is respectfully submitted.

EDWARD CONANT.

REPORT OF C. D. MEAD, A. M., PRINCIPAL OF THE STATE NORMAL
SCHOOL AT JOHNSON.

To the State Board of Education :

GENTLEMEN:—I have examined the Arithmetics sent me by your Secretary,—namely, Eaton's, Walton's, and French's,—with reference to the following points :

The matter contained in them :

The order of arrangement :

The progression from the easy to the difficult :

TEXT-BOOKS—REPORTS OF TEACHERS.

The practical character of the examples ;

The statement of principles, explanations, and rules :

The typography ;

The illustrations ;

The suggestions and instructions given to teachers ;—

And, in my judgment, French's Arithmetics are superior in most, if not in all these respects.

Of the two Histories, Campbell's and Barnes's, Campbell's is superior in its maps, while Barnes's is better in typography, illustrations, chronological tables, and sketches of prominent men. I think much also of the attention paid to the location of places, in Barnes's. In selection of important matter, I do not see very much difference. I think the treatment of the civil war is better in Barnes's.

The Analytical Readers, although containing, perhaps, no better selections than some of the other series, seem to me best adapted to the present condition and wants of our schools. The attention of teachers is directed so persistently, throughout the series, to the necessity for, and means of obtaining, a distinct and correct enunciation, as well as a knowledge and appreciation of the matter to be read, that great improvement in reading must be secured by their use. In the first books of the series, care has evidently been taken not to crowd new words too rapidly upon the notice of the child, but to give him opportunity to become familiar with those already presented, while the interest is kept up by varied combinations.

I have not found time to examine carefully the other books sent me for that purpose.

Very respectfully,

C. D. MEAD.

JOHNSON, May 1, 1872.

REPORT OF ABEL E. LEAVENWORTH, PRINCIPAL OF BEEMAN
ACADEMY, NEW HAVEN.

NEW HAVEN, VT., May 10th, 1872.

To the Honorable Board of Education :

GENTLEMEN: I herewith submit my report of examination of text-books sent me, in accordance with your desire, that I give my "opinion, in writing, of the comparative merits of the Readers, Spellers, Primmers, and Arithmetics; Guyot's, Mitchell's, and Van Steinwehr's Geographies; Steele's and Cooley's Philosophies; and also" my "opinion of Conant's Drill Book as a book for the Common Schools of Vermont." I subsequently received copies of Mitchell's Geographies.

Geographies.—In Geography I have felt compelled to recognize the almost entire revolution in the manner of teaching this subject, which the advanced position given, within a few years, to the natural sciences in all *curricula* of study, has rendered imperative. In the old method, political geography was chiefly taught, and each division, country, or State, was treated of, as regards its inhabitants, productions, etc., as an independent, isolated part, rather than as a component part of a great whole. Climatic influences, and the like, were scarcely alluded to.

In Mitchell's series the old method of instruction, by question and answer, is followed. For those who prefer this method, these are good books; but tested by the criterion I have given above, I am compelled to place them at the foot of the list. The chapter on Vermont, at the end of the New Intermediate, I regard as of little practical value. For Vermont pupils it is too brief and meagre, and can not take the place of Hall's Geography of Vermont.

I regard Colton's works as superior. He presents "the general principles of Physical Geography as the groundwork of the whole." His review exercises are very fine,

TEXT-BOOKS—REPORTS OF TEACHERS.

and the printing of the headings, or "catch words," in black type, will greatly facilitate the labor of pupil and teacher. The maps are more distinct than Mitchell's, and less burdened with details. In my opinion, a text-book on geography should not be made a book of reference.

With the Eclectic Series I am very much pleased. It recognizes, distinctly, the revolution in this science, and has been prepared with a view to the introduction of this method into the common schools. The maps are very distinct and clearly defined, and the map studies are good.

But the more attention I give to the comparative merits of these works, the more prominent does Guyot stand forth as the best exponent of the improved methods in the study of this science. Von Steinwehr excels in some typographical features, but the later editions of Guyot are being improved in this respect.

Without going further into details, I give my decided preference for Guyot's Geographies.

Readers.—Under this head I have examined very carefully the six sets of books sent me, to wit:—New American, five Nos.; Independent, six Nos.; Willson's, five Nos.; Analytical, six Nos.; McGuffey's, six Nos.; Hillard's, eight Nos.; and Potter's Manual of Reading.

The New American series is very attractive. It is well printed and finely illustrated. The treatment of sounds is good, but not systematic. I think it would not be acceptable to Vermont schools. There are very few historic selections, and all allusions to the stirring events of the past decade have been studiously avoided. I also think the standard is not up to our demand.

Hillard's series is patriotic, and the selections are of a high order. The Sixth Reader has been largely introduced into the schools of the State. The introductory treatise on elocution, by Prof. Mark Bailey, is much approved. I like the Franklin number much. Throughout the series

the selections are characterized by a lofty moral tone. But the series consists of eight numbers, and is altogether too voluminous for the schools of Vermont. I do not think the treatment of orthoepy as good as it should be.

The Analytical series comes nearer to my idea of the correct method of teaching reading. The Phonic Chart used in this series is more nearly in accordance with nature than that employed in any of the other series examined. The others all treat of the letters in their alphabetical order. This regards letters as mere exponents of sounds, and treats of sounds in the order of their production.

It appears to me that President Edwards has touched the right key in the treatment of this subject. He assumes that the thought and emotion should be compassed by the scholar, in each reading exercise, both as a means of mental discipline, and because such a course is essential to a proper expression. This is sought by an admirably arranged system of questions, upon the general scope of the whole selection, the related meaning of clauses and sentences, the etymology and meaning of words, and the principles of elocution.

The first book combines the word method with phonic analysis. In my opinion, the child should, from the first, be trained to a correct enunciation of the sounds separately, as well as in combination. Following up this method through the series, we find, in the fifth and sixth numbers, specimen analyses of different classes of composition, as models for the teacher and class. The suggestive value of these can not be over-estimated. The illustrations in this series, as specimens of art, are much below those in Willson's and some others, but they are, for this reason, excellent models for exercises in drawing.

As I consider correct instruction in the art of reading to be the controlling consideration in the selection of read-

TEXT-BOOKS—REPORTS OF TEACHERS.

ing books for our schools, I give my first preference to the Analytical Series of Readers, by Richard Edwards, LL. D.

I would also recommend, as best harmonizing with this series, the Analytical Speller, by Edwards and Warren. For higher classes I know of no other work that equals McElligott's Analytical and Synthetical Manual of Spelling.

Webb's word Method, taken in connection with his Dissected Cards, can be used with profit, in the hands of intelligent and apt teachers. Without the charts, I do not regard it as superior to many of the first readers in the several series.

Of the Primers, Willson's is the most attractive, but the New American best harmonizes with the Analytical Series.

Conant's Drill Book I can and do most heartily commend—from the test of the school-room—to the Board, as a suitable book for introduction into the common schools of the State. Most of the parsing books extant, excepting a few simple sentences at the beginning, are merely a compilation, and consist of selections grouped together without sufficient regard to gradation in analysis. In this unpretending book, much care and good judgment have been shown in these particulars. The selections are classic in character, and carry the student back to the time when our language was spoken in its greatest purity. It can be used in connection with any grammar, or independently of all.

Arithmetics.—I have had before me for examination Eaton's, Walton's, and French's series of Arithmetics. I have never used either of these series, neither have I examined them with care until now. I come to the delicate task, unconscious of any influence that can bias my judgment, but with a purpose to exercise that judgment independently and fearlessly.

I have used Greenleaf's Common School and National Arithmetics, and from my review of Eaton's series, I am

not convinced that the State would profit, considering the expense, by an exchange.

Walton and French have ventured from the old beaten path, and have introduced into their works more of the life and animation which a teacher untrammelled by methods, will bring to the work of instruction.

Walton's Pictorial Primary is very attractive, his Intellectual is very similar in character to Eaton's of the same grade, and with his common sense way of getting at the principles of the science, in the Illustrative Practical, I have been entertained and instructed. My only criticism is, that he attempts to do, perhaps, too much for the pupil and teacher. He is too slow in reaching conclusions.

Some of the rules in Walton I like better than those found in either of the other works under review. The series is fresh in treatment, and makes good use of pictorial illustrations. I should not regret its introduction into the schools of the State.

French's series embraces four books. The First Lessons in Numbers, in the natural order, covers the same ground as Eaton's and Walton's Primary. The order is, *first*, visible objects; *second*, concrete numbers; *third*, abstract numbers. The illustrations are eminently practical, and are well calculated to interest and inspire the pupil.

The First Book in Written Arithmetic forms the second of this series. With this book I am especially pleased. I think it well that scholars should be familiarized with the general principles of written arithmetic before they are taken over a full course in mental arithmetic. This book employs the inductive method, is concise yet clear in definition, and seems to be adapted to the capacity of the grade of pupils for whom it is intended.

The second book in Mental Arithmetic contains many excellent features. The drills or combination of numbers are especially valuable, as, for instance, addition and sub-

traction by skips of ten. The work is progressive in the order of development of the science of numbers, and is well adapted for instruction therein.

The second book in Written Arithmetic I am compelled on careful examination, to endorse as a whole, though there are particulars to which I take some exception. In this book the subjects of percentage and interest and their applications are treated of more clearly than in any other work with which I am acquainted. The statement of definitions and rules is concise and comprehensive. The pictorial illustrations are judiciously employed and are helpful. The order of treatment is natural and progressive, and repetitions are avoided.

One feature of this series which commends itself to my approval, is the eminently practical character of the problems. They are so constructed as to convey much valuable information touching all trades, business operations, and professions.

In conclusion, while I find much to commend in each of the three series, for reasons which are indicated in my review, I place Walton's and French's much before Eaton's; and of the two former, I prefer French's as a whole.

Philosophies.—I have had under examination Steele's and Cooley's series. Few of our common schools have any apparatus, and few of our teachers are prepared to instruct to any extent, in this branch. In my view, then, the text-books selected should be primary in character, and should be confined, chiefly, to the illustrations of the simple facts of the science, and especially of those which find examples in the common walks of life: I would, therefore, recommend Cooley's Elements of Natural Philosophy and his Easy Experiments in the same. For a higher grade I approve of Steele's Fourteen Weeks in Philosophy.

I trust, gentlemen, that you will be guided to such a decision as shall command the respect and support of the educators of the State, and shall promote the work of instruction in its schools.

Thanking you for the confidence you have been pleased to place in me, I remain

Your obedient servant,

ABEL E. LEAVENWORTH.

REPORT OF REV. L. A. AUSTIN, A. M., PRINCIPAL OF THE BURR AND BURTON SEMINARY.

MANCHESTER, VT., April 23, 1872.

To the Board of Education of the State of Vermont:

GENTLEMEN:—In accordance with your request, I have examined the school-books sent me by your Secretary, and with the following result:

Of the Arithmetics, I give decided preference to French's Series, as thoroughly scientific in arrangement and method, and eminently practical in the broadest and best sense, and thus better adapted to the wants of our schools, than any others of those sent me, and better than any others with which I am acquainted.

Of the two works on Philosophy submitted to me for examination, I should prefer Steele's for use in the public schools. It is easier and more entertaining than Cooley's, and yet sufficiently comprehensive. Were I recommending a work on Natural Philosophy for use in our high schools and academies only, I would give my preference to Cooley's as a work of higher grade than Steele's.

I like Guyot's Geographies better than any others sent me. I believe in his system, and having seen classes using two books of his series for the last four years, I am satisfied with the results. If Guyot should not be adopted for

TEXT-BOOKS—REPORTS OF TEACHERS.

use in our schools, I would retain Mitchell's, adopting as a companion book, Allen's Map-Drawing.

To the examination of the Readers sent me I have been compelled to give much time, and have arrived at definite conclusions with difficulty. Were the teachers of our common schools what they ought to be, I should recommend the Analytical Readers for adoption. For the use of teachers who are themselves good readers and competent to give correct and thorough drill in articulation, inflection, &c., I think there is no better series. I like McGuffey's Readers very well. They are to be commended especially for their cheapness. But I have felt compelled to advise the adoption of those Readers which offer the most and plainest helps to teachers as well as pupils. And I have found it difficult to choose, because one series of Readers excels in some particulars, and another series in other particulars. I think, on the whole, that the best results might be gained from the use of the first and second books of the Independent Series, the third and fourth Intermediate of Willson's, and Potter's Manual. My second choice would be, the first four of the Independent Series, and Potter's Manual. Whatever series may be adopted, I would recommend Potter's Manual as a substitute for every thing above the Fourth Reader. For the higher classes, Potter's Manual is, in my opinion, better than any other that I have seen—very much better.

Of the Spellers examined, I give my preference to the Analytical, as a thoroughly sensible book, calculated to teach spelling and something besides.

Of Conant's Drill Book I can not express a very positive opinion. I am fully persuaded that English ought to be taught in our public schools in some thorough way, similar to that illustrated in this work. It is equally clear to me that some work like this is necessary, to stimulate and direct

our teachers to this thorough drill. And I know of nothing better than Mr. Conant's little book; therefore I think it may be best to give it a trial, although it puzzles me in its researches in some directions, and, I think, may puzzle our average teacher in the public schools, and although I think it unnecessarily minute in some particulars, and not sufficiently broad in its scope.

I think very highly of Greene's Grammars, and of Barnes's Concise History of the United States.

The above report is respectfully submitted.

L. A. AUSTIN.

REPORT OF H. H. SHAW, A. M., PRINCIPAL OF THE HIGH SCHOOL,
SPRINGFIELD, VT.

To the Honorable Board of Education:

GENTLEMEN:—Through your Secretary you ask my opinion, in writing, of certain books proposed for use in the common schools of this State. Though fully conscious that the only *real test* of any text-book is the class-room, I have yet examined minutely and extensively the various books furnished me, and I recommend to your Honorable Board those that, in my judgment, are best adapted to the wants of the State.

Arithmetic.—I have examined with care and interest the different series presented me on this subject, namely: Eaton's, Walton's, and French's. All are meritorious—none faultless. I have endeavored also to hold in mind this fact, that it is not the series which may be the best *guide* to the teacher, the most thoroughly analytic, or the most purely scientific, that is wanted; but the series best adapted to practical use in the schools by the pupils. I, there-

TEXT-BOOKS—REPORTS OF TEACHERS.

fore, recommend the series by John H. French, as best adapted to the wants of the State. I have arrived at, and hold this opinion, for the following reasons :

- 1st. The general correctness of definitions ;
- 2d. The pertinence and naturalness of illustration ;
- 3d. That all mathematical principles, first analyzed and illustrated, are summed up in clear, concise, definite statements ;
- 4th. In the deduction of rules, the analysis is such as to make the pupil feel, even before he sees, the rule ;
- 5th. They have fewer errors ;
- 6th. The treatment of topics is calculated to reach the understanding, rather than tax the memory ;
- 7th. The omission of obsolete matter, pedagogic terms, and school-room nuisances, never known in the practical business of life ;
- 8th. The methods of presentation (especially in the lower numbers of the series), 1. To the eye. 2. In concrete. 3. In abstract form ;
- 9th. The problems selected and the language and terms employed in their enunciation, are more nearly as found in the business affairs of life.

Natural Sciences.—Of the text-books presented in this department, Steele's course is, in my judgment, superior, being equally clear in definitions, concise in statement of principles, happy in illustration, choice in language, thoroughly scientific, and at the same time briefer and more within the reach and grasp of the schools of the State.

Readers.—I have examined the New American, Independent, Willson's, Analytical, McGuffey's, and Hillard's Series, with Potter's Manual of Reading. Of these I think the Analytical seem the superior in accuracy and brevity of their definitions—enough, not too much ;—in the excellence of their selections ; in clear, thorough, rigid analysis ; but especially in the Phonetic drill. In my opinion this one

feature is worth more to the pupils of the State than all the other Series combined. This drill, which is within the capacity of the pupils in the schools, daily used, can not fail to produce intelligent, correct, and impressive readers; instead of the listless, unintelligent mumblers now produced.

Spellers.—The Analytic Speller, being on the same plan as the Readers, and an aid in making complete the drill, as well as in the choice and arrangement of matter, I think is superior.

Parsing Book.—I think Conant's Drill Book most excellent as a Parsing Book; indeed if, in the drill, the mind of the author is carried out, it can hardly be surpassed.

Geography.—I believe the *only* true basis of instruction in Geography is the Physical; and, in my estimation, Guyot, more than any other, recognizes this principle; and his Series, in my opinion, is by much the best. ♥

History.—I like Barnes's Brief History best. Its pleasing style and easy language render it attractive, while nicety of topic divisions, brevity and general accuracy of date and statement admirably fit it for school use.

The above list, after careful examination, I have selected as, in my judgment, best adapted to the school wants of the State. My reasons assigned for this selection, of course are only those that present themselves as the *first*; many others may be given. Trusting that your Honorable Board will make a wise selection,

I am very truly yours,

H. H. SHAW.

AUTHORIZED LIST OF TEXT-BOOKS.

AUTHORIZED LIST OF TEXT-BOOKS.

At a meeting of the State Board of Education, held at Middlebury, on Tuesday, June 18, all the members of the Board being present, the list of text-books given below was selected and authorized for use in the District Schools of the State, for five years from November 1, 1873.

The text-books now in use remain binding upon superintendents and teachers until November 1, 1873; the new list becomes binding upon the Board of Education, superintendents, and teachers, from and after that date.

Authorized List of Text-Books selected for the Schools of Vermont, by the Vermont Board of Education, June 18, 1872.

READERS.

TITLES.	RETAIL PRICES.	PUBLISHERS.
Webb's Word Method,	\$.25	E. B. Smith & Co., Detroit.
New American First Reader,	\$.25	E. H. Butler & Co., Philadelphia.
" " Second "	.30	
" " Third "	.50	
" " Fourth "	.60	
" " Fifth "	.90	
Hillard's Sixth Reader,	1 50	Brewer & Tileston, Boston.

SPELLER.

New American Pronouncing,	\$.30	E. H. Butler & Co., Philadelphia.
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GEOGRAPHIES.

Guyot's Elementary,	\$.75	Scribner, Armstrong & Co., New York.
" Intermediate,	1.60	
" Common School,	2.25	

ARITHMETICS.

French's First Lessons,	\$.40	Harper & Brothers, New York.
" Elementary, for the Slate,	.50	
" Mental,	.50	
" Common School,	1.00	

AUTHORIZED LIST OF TEXT-BOOKS.

ALGEBRA.

Greenleaf's New Elementary, \$1.38 } Robt. S. Davis & Co.,
Boston.

GRAMMARS.

Greene's Introduction, \$.56 } Cowperthwait & Co.,
" English Grammar, 1.05 } Philadelphia.

UNITED STATES HISTORIES.

Anderson's Grammar School, \$1.20 } Clark & Maynard,
" United States Reader, 1.50 } New York.

NATURAL PHILOSOPHY.

Steele's 14 Weeks in Philosophy, \$1.50 } A. S. Barnes & Co.,
New York.

The Board also recommend, for use in the district schools of the State, the following books:

Conant's Parsing and Drill Book, \$.50 } Edward Conant,
Randolph.
Alden's Citizens' Manual of Civil Government, .50 } Sheldon & Co.,
New York,
Spencerian Writing Books, } Ivison, Blakeman &
per number, .15 } Taylor, New York.

Guyot's Common School Geography and Greene's English Grammar are authorized for use in Grammar Schools and High Schools only.

The above is a correct list of the text-books selected by the Board.

JOHN H. FRENCH, *Secretary.*

REPORT OF SECRETARY.

SECRETARY'S REPORT.

To the Honorable

the Vermont State Board of Education :

GENTLEMEN :—In compliance with the provision of law which requires that the Secretary of your Board “shall prepare and present to the Board of Education, on the first day of their annual session, a report of his official doings for the preceding year, and a statement of the condition of the common schools of the State ; of the expenditure of the school moneys therein ; and such suggestions for improving their organization and modes of instruction, together with such other information in regard to systems of school instruction in other States and countries, as he shall deem proper,” I herewith present to your Honorable Board, and through you to the Legislature and people of the State, the report of this department for the last two years, it being the Fifteenth Report of the Secretary of the Board of Education.

My regular official duties, although largely increased by recent legislative enactments, have all been performed in accordance with the requirements of law. Of the important additions to the duties of the Secretary and the Board, made by recent legislation, mention will be made in connection with the topics to which they relate.

SUMMARY OF WORK.

SUMMARY OF WORK.

Besides the ordinary routine duties incident to the office, such as answering correspondents, preparing and distributing School Registers, blanks for Reports of District Clerks and Town Superintendents, and all necessary circulars ; the collection, examination, correction, and tabulation of the statistics contained in the Town Superintendents' Reports, and the preparation of this Biennial Report, the other official duties performed by me during the past two years have been as follows: I have held twenty-seven Teachers' Institutes of five days each,—one in Essex county* and two in each of the other counties of the State ;—and twenty Institute Examinations of Teachers,—ten each year.—Twenty full weeks of my time during the two years have been given to these Institutes and the Institute Examinations ; and as much of this time has been given to personal supervision and instruction in the Institutes, as was not occupied in the Institute Examinations. I have delivered thirty-three evening lectures at these Institutes, eight evening lectures, at other places in the State, on the Town System of Schools, and two addresses at school-house dedications ; having answered all calls but three for public addresses, and these three invitations I was unable to accept on account of other official engagements. I have held twenty-eight county Conventions of Town Superintendents, and have caused to be printed and distributed to every Town Superintendent in the State,

* The Essex County Institute for the present year will be held in October.

TEACHERS' INSTITUTES.

semi-annually, questions for the written examinations of teachers, in accordance with section three of the law passed in 1870, entitled "An act relating to the duties of town superintendents." I have made six visits to the State Normal Schools during term time, and, in connection with committees of your Board appointed for the purpose, have examined ten classes for graduation in these schools. I have visited schools in thirteen of the large towns of the State, and have attended and participated in the exercises of two State and five local Teachers' Associations; and "by and with the advice of the Board of Education," I have endeavored to exert myself "constantly and faithfully, to promote the highest interests of education in the State."

TEACHERS' INSTITUTES.

An experience in the Teachers' Institutes of this State for the two years previous to the year 1871, convinced me that a larger attendance, both of teachers and others, would be secured in the winter months, than at any other time in the year. I have, therefore, for the last two years, made arrangements for holding all the Institutes in the winter months.

INSTITUTES OF 1870-71.

The Institutes for this year were held in January, February, and March, 1871.

The Institutes for the counties of Bennington, Rutland, Windham, Addison, Chittenden, Franklin, and Grand Isle

TEACHERS' INSTITUTES.

- were conducted by Henry B. Buckham, A. M., a former Vermont teacher, now President of the New York State Normal School and College at Buffalo; those for the counties of Lamoille, Washington, Essex, and Windsor were conducted by Fordyce A. Allen, for many years Principal of the State Normal School at Mansfield, Pennsylvania; and those for the counties of Orleans and Caledonia were conducted by Rev. J. E. Goodrich, A. M., of Burlington.

Mr. Buckham was assisted in Bennington county by Rev. W. T. Ross, teacher of Elocution in the State Normal School at Castleton, and Miss Eliza M. Clark, Town Superintendent of Bennington, formerly preceptress of Burr and Burton Seminary at Manchester; and in Windham, Rutland, Addison, Chittenden, Franklin, and Grand Isle counties, by Rev. W. T. Ross and Miss Flora T. Parsons, teacher of Methods of Primary Instruction in the public schools of Rochester, New York.

Mr. Allen was assisted in Lamoille county by F. C. Hathaway, A. M., Principal of the People's Academy and Morrisville Graded School; in Washington county by Miss Eliza M. Clark of Bennington; in Essex county by Chas. L. Clay, Principal of St. Johnsbury Graded Schools, and Miss Clark; and in Windsor county by Miss Clark and Miss Alice M. Guernsey of Chelsea.

Mr. Goodrich was assisted in Orleans county by Miss Clark and Miss Guernsey; and in Caledonia county by Mr. Hathaway of Morrisville, Mr. Clay of St. Johnsbury, and Miss Clark.

TEACHERS' INSTITUTES.

Orange County Institute opened under the charge of Mr. Allen, who was called away after one day, by the death of his father, and Edward Conant, A. M., Principal of the State Normal School at Randolph, took charge of the Institute until my arrival on the afternoon of Wednesday, when I took charge of the exercises for the remainder of the session. The assistants at this Institute were Mr. Conant, Miss Clark, and Miss Guernsey.

The names of the lecturers and others of whom we desire to make special mention, will be found in the detailed account of the Institutes of the several counties.

Ample arrangements were made for the accommodation of the sessions of all the Institutes; and the teachers who attended were gratuitously entertained by the people, in all the towns in which the sessions were held.

BENNINGTON COUNTY.

South Shaftsbury, Church; commencing January 30.

The attendance of teachers at this Institute was considerably in excess of that of the year previous. The number would probably have been much larger, had not a thaw, on Tuesday, spoiled the sleighing, and rendered the traveling difficult. The citizens manifested their interest in the Institute by attending, in large numbers, both the day and evening sessions; and the Institute increased in numbers and interest, to the close.

Miss Eliza M. Clark, town superintendent of Bennington: Enos Gould, Principal of Bennington Graded schools;

TEACHERS' INSTITUTES.

and W. H. H. Philips, Principal of the school at North Bennington, each rendered assistance in the class exercises of the Institute.

The town superintendents present were Rev. W. H. Rugg, Shaftsbury; Elisha F. Holt, Sandgate; James R. Batchelder, Arlington; and Eliza M. Clark, Bennington.

Mr. Rugg and Miss Clark were in attendance through the entire session; and to their zealous efforts, and the active interest taken by Dr. Rogers, Mr. George, and other citizens of South Shaftsbury, the Institute owed much of its success.

I was assisted in the Institute examination by Rev. Mr. Rugg and Mr. Gould.

LAMOILLE COUNTY.

Morrisville, Town Hall; commencing January 30.

The interest in this Institute was very gratifying, the attendance of citizens and teachers fully testing the capacity of the spacious hall in which the sessions were held, and this, too, with inclement weather, and the roads in anything but good condition.

The town superintendents present were Rev. Horace Herrick, Wolcott; Rev. J. G. Bailey, Hydepark, and F. C. Hathaway, Morrisville. These gentlemen, ex-governor Hendee, Hon. Philip K. Gleed, and other prominent citizens of Morrisville took active part in the Institute, and contributed much to the interest of the exercises.

I was assisted in the examination of candidates for Institute certificates by superintendents Herrick and Hathaway.

TEACHERS' INSTITUTES.

WASHINGTON COUNTY.

Barre, Town Hall; commencing February 6.

This Institute opened with a small attendance, but the numbers increased daily till the close of the session, the citizens turning out in large numbers the last two days.

J. S. Spaulding, LL. D., of Barre, was the only town superintendent known to be present. It was a noticeable fact that no teacher was present from the Northfield, Waterbury, or Montpelier Graded Schools. The attention of teachers from some other towns in the county, was divided between the Institute and a musical convention then in session in Montpelier.

Dr. Spaulding and Rev. L. Tenney of Barre, exerted themselves constantly for the success of the Institute; and Dr. Spaulding and Rev. J. E. Goodrich rendered valuable assistance in some of the day sessions.

E. C. Furguson and D. T. Wheaton of Barre, assisted me in the examination of teachers.

RUTLAND COUNTY.

Castleton, Normal School Hall; commencing February 6.

In the total number of teachers enrolled, as well as in average daily attendance, this was the largest Institute of the year. From the commencement of the session, the attendance was large and the interest unflagging; the hall being scarcely large enough to accommodate all who attended the day sessions, and the evening audiences filling the body of the Congregational Church,—one of the largest houses of worship in the county.

The citizens of Castleton seemed fully alive to the interest of the occasion. They were more than hospitable; they were generous and self-sacrificing.

Town Superintendents Rufus Holt of Pittsfield, and Rev. Henry W. Stewart of Mendon, were present some portion of the session. Rev. R. G. Williams, Principal of the State Normal School at Castleton, assisted in the examination of candidates for Institute certificates. Miss Fannie P. Taft of Castleton, by conducting an exercise before the Institute with a class of pupils from the primary school under her charge, gave convincing proof that vocal music can be successfully taught in common schools.

WINDHAM COUNTY.

Townshend, Seminary Building; commencing February 13.

The attendance at this Institute was slightly in excess of that of the previous year; and the teachers showed their appreciation of the Institute by constant attendance and undivided attention.

The town superintendents present were George H. Houghton of Townshend, and John Merrifield of Newfane, —the former through the entire session.

For the excellent local arrangements for its accommodation, the Institute was largely indebted to Rev. F. W. Olmsted and Superintendent Houghton, of Townshend.

Mr. Olmsted, and Miss Clara O. Woodward of Windham, assisted me in the Institute examinations.

TEACHERS' INSTITUTES.

CALEDONIA COUNTY.

*St. Johnsbury, High School Rooms ; commencing
February 13.*

Rev. J. E. Goodrich, the conductor of the Institutes in this and Orleans counties, not expecting to conduct any of the Institutes, had made no special preparation for that work ; but Mr. Allen, who had been announced as the conductor of these Institutes, having been suddenly called home by sickness in his family, Mr. Goodrich reluctantly consented to step into the gap until Mr. Allen's return. The success of this Institute, under the circumstances, was very gratifying.

The attendance of teachers, parents, and others was largely in excess of that at any of the Institutes in this county for several years past ; and the interest which was manifest at the commencement, increased constantly to the close of the session.

C. L. Clay of St. Johnsbury, and M. V. B. Hathaway of Hardwick, assisted me in the examination.

The town superintendents present were Rev. J. P. Humphrey, St. Johnsbury ; Edwin W. Smith, Burke ; Charles Perkins, 2d, Walden ; Charles A. Bunker, Peacham ; and Rev. L. S. Watts, Barnet.

ESSEX COUNTY.

*Guildhall, Congregational Church ; commencing
February 20.*

On the first day of this Institute but three teachers were in attendance ; but on the last three days the number

TEACHERS' INSTITUTES.

was as great in proportion to the number of schools in the county, as at a majority of the other Institutes of the series. There was a very good attendance of citizens at both the day and evening sessions; and the fact that the people of Guildhall are desirous that the next session of the Essex County Institute shall be held at that place, is evidence that this session gave at least a fair degree of satisfaction.

The town superintendents present were H. C. Bates, Esq., Guildhall; Rev. N. W. Alger, Lunenburgh; and Elmore Chase, West Concord.

There were no candidates for examination at this Institute.

FRANKLIN COUNTY.

St. Albans, Academy Hall; commencing February 20.

Although the number of teachers in attendance at this Institute was small, those present entered earnestly into the exercises, and the session was a profitable one to the county.

The people of St. Albans showed their entire confidence in the ability of the teachers to manage the educational affairs of the county, by absenting themselves almost entirely from the sessions of the Institute. The attendance upon the day sessions was composed almost wholly of teachers, and but a few of the citizens were present at the evening lectures.

The following town superintendents were present: Joseph W. Taylor, St. Albans; Charles H. Loomis,

TEACHERS' INSTITUTES.

Georgia ; Ezekiel H. Sayles, Enosburgh ; Rev. Geo. F. Wright, Bakersfield ; and Rev. E. J. Comings, Highgate.

For the excellent local arrangements, the Institute was indebted to Superintendent Taylor, and his associate teachers in the St. Albans schools.

C. D. Mead of Swanton, and J. W. Taylor assisted me in the examination of candidates for Institute certificates.

GRAND ISLE COUNTY.

Grand Isle, Methodist Church ; commencing February 27.

This Institute opened with four members, and closed with twenty-one, every member being present from the day of entrance to the close of the session. A. S. Flint, town superintendent of Grand Isle, was present at every session of the Institute. A goodly attendance of the citizens satisfied us that the people of Grand Isle are alive to the progress of the day in educational matters.

No teachers presented themselves for examination at this Institute.

ORANGE COUNTY.

Chelsea, Town Hall ; commencing February 27.

On arriving at this Institute, Wednesday, I found that Mr. Allen, the conductor, had, on Monday night, been again called home, this time by the death of his father ; and that Mr. Conant, who had gone to Chelsea to assist Mr. Allen the first two days of the session, had kindly consented to take charge of the exercises until my arrival.

TEACHERS' INSTITUTES.

As Mr. Conant could remain no longer, I was obliged to omit the examination of teachers for Institute certificates, and take charge of the exercises for the remainder of the session. At none of the Institutes of the year did I find a more earnest class of teachers than I found here. They were prompt and regular in their attendance, and faithful in their duties.

The evening audiences becoming too large for the Town Hall, the exercises of the last two evenings were held in the Congregational Church.

After the lecture on Friday evening, interesting remarks were made by Rev. J. W. Guernsey, Rev. E. E. Herrick, Hon. L. G. Hinckley of Chelsea, and others.

Town Superintendents Rev. J. W. Guernsey of Chelsea, Rev. O. S. Morris of Tunbridge, and A. S. Allis of Brookfield were active participants in the exercises of the Institute.

ORLEANS COUNTY.

Coventry, School-House ; commencing March 6.

Owing to stormy weather and very bad roads, the attendance of teachers was not large.

Rev. G. H. Bailey, town superintendent of Newport ; Rev. F. W. Dickinson, town superintendent of Coventry ; and Rev. William A. Robinson of Barton, then a member of the State Board, were present at some of the exercises, and favored the Institute with short addresses.

There was as good an attendance of citizens as could be expected, considering the storm and wind.

TEACHERS' INSTITUTES.

ADDISON COUNTY.

Middlebury, School-House Hall ; commencing March 6.

Stormy weather, March-Meeting week; horrible roads, and the fact that the schools throughout the county were just closing or had closed, combined to make the attendance of teachers at this Institute small. The citizens of Middlebury manifested considerable interest in the exercises, and the spacious hall of their beautiful school-building was well filled, at the evening lectures, by appreciative audiences.

On Thursday afternoon a class of gymnasts from the Essex Classical Institute, under the leadership of their efficient Principal, F. D. Mussey, gave a fine exhibition in light gymnastics, before the Institute and large numbers of citizens.

The only town superintendents known to be present were James M. Slade, Jr., of Middlebury; Rev. L. C. Patridge of Weybridge; and Rev. T. H. Archibald of Bristol.

I was assisted in examining candidates for Institute certificates by Solomon Allen of Vergennes, and A. J. Sanborn of Middlebury.

CHITTENDEN COUNTY.

Shelburne, Town Hall ; commencing March 13.

The attendance at this Institute was much smaller than it probably would have been earlier in the season, as nearly all the country schools in the county had closed before

TEACHERS' INSTITUTES.

the commencement of the session. The teachers in attendance were fully alive to the work, and the Institute was a profitable one to the members.

Miss Peters of Burlington conducted a class exercise in geography of the State, with a class of pupils from her school, which reflected credit upon both teacher and pupils.

Prof. M. H. Buckham of the University of Vermont delivered an able afternoon address before the Institute, on the value of higher education. Louis Pollens, Principal of the Burlington High School, delivered an evening lecture before the Institute.

Four superintendents of schools were present, namely: A. D. Tagert, M. D., Shelburne; Rev. A. J. Willard, Burlington; Rev. Ira D. Burwell, Hinesburgh; and W. H. H. Varney, M. D., Charlotte.

H. B. Buckham and Rev. W. T. Ross assisted me in the Institute examination.

WINDSOR COUNTY.

*White River Village, Congregational Church; commencing
March 13.*

In striking contrast to the Institute of the previous year, this was one of the largest Institutes of the series, and one that had great influence for good in the schools of the county. Most of the members were fresh from their work of the winter term, just closed, and seemed to appreciate the value of every exercise to which they listened.

TEACHERS' INSTITUTES.

The following town superintendents were enrolled during the week: N. B. Hazen, Hartford; C. S. Buswell, Cavendish; Rev. J. B. Baldwin, Sharon; Edward S. Jackman, Weathersfield; and Daniel Spalding, Hartland.

I was assisted in the Institute examination by Dr. C. H. Tenney of White River Village, and J. B. Baldwin.

The two Institutes of this week—in Chittenden and Windsor counties—were the last for this year.

INSTITUTES FOR 1871-72.

Being satisfied from the experience of the previous year, that it was desirable to hold as many Institutes as possible before the close of the winter term of schools, I made arrangements for commencing the Institutes for this year some six weeks earlier than the commencement of those of the last year; but owing to the difficulty of obtaining competent instructors continuously, to the close of the series, some of the Institutes were not held till about the time of the close of the winter schools.

The conductors, assistant instructors, and lecturers at these Institutes, proved, without exception, to be persons well fitted, both by education and experience, for the work.

Prof. F. A. Allen of Pennsylvania, who labored so successfully in several of the Institutes of last year, conducted the sessions in Windham and Rutland counties.

Charles H. Allen, State Agent of the Wisconsin Board of Normal Regents, for several years Principal of one of

TEACHERS' INSTITUTES.

the Wisconsin Normal Schools, a man of large and successful experience in Institute work, conducted the sessions in Orange, Windsor, Orleans, Bennington, Addison, Chittenden, Washington, and Grand Isle counties.

O. H. Kile, A. M., Superintendent of the schools of Western, R. I., formerly a popular principal of the Vergennes Graded Schools, was the conductor of the sessions in Franklin and Lamoille counties; and Edward Conant, A. M., Principal of the State Normal School at Randolph, conducted the session in Caledonia county.

Being desirous of bringing before the teachers of the State the subject of vocal music as a study for common schools, I employed Miss Fannie P. Taft of Castleton, to present this subject at the Institutes. Miss Taft had been eminently successful in instructing children in common schools, in the rudiments of singing. Her instruction at the Institutes was very acceptable to the teachers, and it has resulted already in the introduction of systematic instruction in this subject into several of the best schools of the State. Miss Taft gave instruction at all the Institutes except those in Rutland and Orleans counties.

Miss Eliza M. Clark of Bennington, who labored satisfactorily in the Institutes of last year, assisted at the Institutes in Franklin, Lamoille, Caledonia, and Bennington counties.

Miss Florinda E. Williams, Principal of the Pine Street Primary School, Burlington, assisted at the Institutes in Windham and Rutland counties, and gave to the teachers much valuable instruction in the management of primary schools.

TEACHERS' INSTITUTES.

Miss Frances M. Bromley, First Assistant in the State Normal School at Castleton, presented superior methods of teaching History, at the Institutes in Rutland, Franklin, and Lamoille counties.

F. C. Hathaway, A. M., Principal of The People's Academy and Morrisville Graded School, rendered valuable assistance at the Institute in Orleans county.

Edward Conant, A. M., of Randolph, in his lessons at the Institute at West Randolph, gave to the teachers of Orange county valuable hints and suggestions in methods of teaching Geography; and the lessons in Reading and Vocal Culture, given at the Institutes in Windham and Orange counties, by L. A. Butterfield, teacher of Reading in the Vermont Conference Seminary at Montpelier, awakened a new interest in the subject of Reading. An interesting and instructive lecture on Physiology was given by Dr. Geo. Dutton of West Randolph; and interesting remarks were made by Rev. O. S. Morris of Tunbridge, and I. W. Clark, Esq., of Middlebury.

Capt. A. E. Leavenworth, Principal of Beeman Academy, New Haven, gave several valuable lessons in Orthography, at the Institute in Addison county.

Mr. Clay and Miss Sawyer, of the St. Johnsbury Public Schools, entertained the Institute in Caledonia county with some excellent readings and recitations; and remarks were made by Rev. E. W. Culver, Rev. F. E. Healey, and Superintendent Smith of Burke.

Geo. H. Barrett, Principal of the Winooski Graded School, presented the subject of Civil Government, at the

Chittenden County Institute Messrs. Buckham, Lawrence, and Alger, of the Burlington City School Board, were present at some of the exercises; and the Institute was briefly addressed by Pres. Buckham, Rev. Geo. S. Chase of Colchester, and Rev. Lester Elliot and A. L. Ballard of Winooski.

Hon. D. M. Camp, of the State Board, was present at the Orleans County Institute, for two days, and favored the Institute with a short but pertinent address. The Institute was also favored with remarks from Rev. H. N. Hovey of Lowell, Rev. J. G. Lorimer of Derby, and Rev. A. A. Smith of Irasburgh.

On the last half-day of the session of the Bennington County Institute, interesting remarks were made by Rev. W. H. Rugg of Shaftsbury, Rev. W. F. Poore of Arlington, H. D. Hall, Col. Walbridge, Mr. Howe, and Mr. Gould of Bennington, Mr. Batchelder of Pownal, Elisha Hoyt of Sandgate, and others.

Rev. T. H. Archibald of Bristol, who is *actively* alive to the interests of education, and Rev. G. H. Parker of Panton, spoke words of encouragement to the members of the Addison County Institute.

An incident connected with the Washington County Institute for this year deserves special mention in this place. On an invitation from citizens of Waterbury Center, the committee appointed to locate this Institute notified me that the session was to be held at that place, and I issued notices accordingly. Subsequently, for reasons not known to me, the invitation was withdrawn, only a

TEACHERS' INSTITUTES.

few days before the time announced for the session. The people at Waterbury Street on learning of this, came forward promptly, invited the Institute to their village and the teachers to their homes, and did every thing necessary on their part, to make the Institute a success. When it is remembered that the Washington County Institute for 1870 was held in the same village, and that the members were gratuitously entertained, the liberality and public spirit of the people of this village, in entertaining the County Institute for two of the last three annual sessions, give sufficient evidence of their interest in the teachers and schools of the county.

At the several Institutes, evening lectures were delivered by the conductors and myself; and by other gentlemen, as follows :

Prof. G. N. Webber of the State Board, and Prof. Collier of the University of Vermont, at the Rutland County Institute ; Prof. Huntington of Dartmouth College, at the Windsor County Institute; Prof. Perkins of the University of Vermont, at the Institutes in Addison, Chittenden, and Washington Counties ; Rev. L. A. Austin, A. M., Principal of Burr and Burton Seminary, Manchester, and Rev. W. F. Poore, town superintendent of Arlington, at the Bennington County Institute ; Edward Conant, A. M., Principal of the State Normal School at Randolph, at the Orange and Orleans County Institutes ; Capt. A. E. Leavenworth, Principal of Beeman Academy, New Haven, at the Institutes in Addison and Chittenden Counties ; F. C. Hathaway, A. M., Principal of People's Academy and Morrisville

Graded School, at the Lamoille County Institute; and Charles H. Allen, at the Institute in Caledonia County.

Poor Spells.—One of the most interesting exercises of the day sessions of the Institutes in Orange, Windsor, Orleans, Bennington, Addison, Chittenden, and Washington counties, was a spelling exercise. This consisted of twenty words, selected by the conductor, C. H. Allen, every word in the list being one of every-day occurrence. All present were invited to spell, and many besides teachers participated in the exercise.

The exercise was conducted as follows: Slips of paper were distributed to all who chose to spell, and on these the holders wrote their registered numbers, if they were members of the Institute, and if not, their names or initials. The words were pronounced by the Conductor, and written by the spellers. The papers were then gathered, and before the close of the day, were examined by the Conductor, the misspelled words marked, the papers returned to the writers, and the result announced to the Institute. The papers were criticised on the correct orthography of the words, including the proper use of capital letters. Had syllabication and accent been taken into account, the result would doubtless have been even less creditable to the spellers than it was. The result shows that we, in Vermont, are liable to *poor spells*, even at Teachers' Institutes.

As this exercise has awakened an interest on the subject of spelling, among the teachers of the State, and as some have asserted that the lists of words pronounced were not

TEACHERS' INSTITUTES.

fair ones, I have thought that it would be worth the space they would occupy in this Report, to publish the lists, and also the results of the exercise in the counties named. They are accordingly herewith presented.

LISTS OF WORDS.

No. 1.	No. 2.	No. 3.
agreeable.	indelible.	necessary.
accommodate.	altogether.	embarrass ment.
benefited.	difference.	caterpillar.
business.	definition.	eying.
recommend.	difficult.	diligence.
tranquillity.	teetotaler.	British.
crystallize.	villain.	judgment.
maintenance.	village.	deference.
hypocrisy.	ventilation.	infallible.
sacrifice.	gases.	lilies.
beginning.	equable.	discipline.
plaguing.	rarefy.	Caribbean.
annual.	prejudice.	decision.
moneys.	inseparable.	bilious.
separate.	dailies.	pities.
superseding.	Louisiana.	tyrannize.
procedure.	Tennessee.	vacillating.
trafficking.	Delaware.	ammunition.
peaceable.	California.	bureau.
salable.	Cincinnati.	hazard.

RESULTS ANNOUNCED.

COUNTIES.	No. of words pronounced.	Whole No. who spelled.	Least No. of words missed.	Greatest No. of words missed.	Average No. of words missed.	Per cent of words missed.
Orange,	20	69	2	16	7.8	41
Windsor,	40	107	4	33	9.3	46.5
Orleans,	60	90	5	51	9.2	46
Bennington,	60	70	3	48	9.2	46
Addison,	60	56	8	54	9.7	48.5
Chittenden,	60	58	3	43	8	40
Washington,	60	50	5	49	9.2	46

While it is to be regretted that so few of the town superintendents throughout the State attend these important meetings, it affords me pleasure to know that there are some persons holding this office, who manifest a lively interest in their duties and in the schools under their supervision, by their presence at the Institutes.

The town superintendents whose names were registered at the Institutes were as follows :

ADDISON COUNTY.—Rev. T. H. Archibald, Bristol ; W. S. Wright, Waltham ; Rev. A. B. Lyon, Ferrisburgh ; Capt. A. E. Leavenworth, New Haven ; Charles Wilmarth, Addison.

BENNINGTON COUNTY.—Rev. W. H. Rugg, Shaftsbury ; Rev. W. F. Poore, Arlington ; S. W. Webster, Stamford ; Elisha Hoyt, Sandgate ; Miss Eliza M. Clark, Bennington.

CALEDONIA COUNTY.—Edwin W. Smith, Burke ; E. F. Johnson, Newark ; I. W. Sanborn, Lyndon ; J. W. Colby, Sutton.

CHITTENDEN COUNTY.—Rev. Geo. S. Chase, Colchester ; Rev. I. D. Burwell, Hinesburgh ; Geo. C. Dunton, Underhill ; John E. Smith, South Burlington.

FRANKLIN COUNTY.—J. H. Hamilton, M. D., Richford ; C. G. Austin, Esq., Highgate ; A. L. Galusha, Franklin ; W. A. Learned, Fairfax.

GRAND ISLE COUNTY.—James M. Hawricon, Esq., North Hero ; H. O. Hill, Isle La Motte ; H. W. Conro, superintendent elect of South Hero.

LAMOILLE COUNTY.—Rev. J. G. Bailey, Hydepark ; F. C. Hathaway, Morristown ; Rev. Horace Herrick, Wolcott ; S. H. Waters, Johnson.

TEACHERS' INSTITUTES.

ORANGE COUNTY.—Rev. W. Stearns, Randolph ; Andrew S. Allis, Brookfield ; Miss Lucie A. Calef, Washington.

ORLEANS COUNTY.—Rev. H. N. Hovey, Lowell ; Zuar E. Jameson, Irasburgh ; Rev. J. G. Lorimer, Derby ; Charlie Willard, Salem ; O. S. Miller, Westfield.

RUTLAND COUNTY.—Rev. R. T. Hall, Pittsford.

WASHINGTON COUNTY.—Rev. J. Copeland, Waterbury ; William A. Boyce, Esq., Barre ; Mahlon Hathaway, Calais ; Mahlon Taplin, Montpelier ; Guy H. Porter, Fayston.

WINDHAM COUNTY.—Rev. A. W. Goodnow, Wilmington.

WINDSOR COUNTY.—Eugene F. Wright, Royalton ; W. C. Whipple, Pomfret ; N. B. Hazen, Hartford ; A. N. Norcross, Bethel ; Rev. R. W. Harlow, Rochester ; Samuel B. Phelps, Norwich ; Gilbert A. Davis, Esq., Reading ; Rev. J. B. Baldwin, Sharon ; and A. B. Drew, Tunbridge, Orange county.

Under the provisions of a law passed in 1870, the duty of making the local arrangements for the accommodation of Teacher's Institutes devolves upon the town superintendents of the several counties. At nearly all the annual county conventions of town superintendents held the past two years, committees were appointed, by the conventions, to make these arrangements. This duty—which consists in selecting the location for the Institute, making arrangements for the accommodation of the day and evening sessions, and for the entertainment of the members,—has been acceptably discharged by the town superintendents to whom it was committed. This has materially light-

INSTITUTE STATISTICS.

ened the labors of the Secretary, who has heretofore been obliged to make these preliminary arrangements by correspondence or personal interviews.

INSTITUTE STATISTICS.

It will be remembered that the first attempt to obtain statistics of membership and attendance at the Institutes, was made in 1870; and that tolerably reliable statistics, obtained at ten of the fourteen Institutes held that year, were presented in the last Report from this Department. At all the Institutes held within the last two years, records have been kept, from which are compiled Tables No. 1 and 2 of this Report.

A comparison of the Institute Statistics for the past three years, will enable us to judge of the degree of favor in which these important annual gatherings of teachers are held.

In 1870 the number of teachers enrolled in ten of the fourteen Institutes was 875, and the attendance at the other four was estimated at 290, making the total membership for that year, 1,165. The following tables show a total membership of 1,177 in 1871; and 1,262 in 1872.

The aggregate attendance of enrolled members, in ten Institutes in 1870, was 2,853 days. Had the 290 members estimated to have been in attendance at the other four Institutes, been present every day of the sessions, their total attendance would have been 1,450 days.

INSTITUTE STATISTICS.

Estimating their attendance at 62.26 per cent,—which was the average daily attendance at the other ten Institutes of that year,—we have 902 days of attendance for these four Institutes, and a total attendance for the year, of 3,755 days. The total attendance at all the Institutes in 1871, was 4,273 days; and at the thirteen Institutes already held in 1872, 4,611 days.

The average daily attendance in 1870 was 57.06; in 1871 it was 61.43; and in 1872, 71.06. And the attendance on the total enrollment in 1870 was 65.26 per cent; in 1871 it was 72.61 per cent; and in 1872, 73.07 per cent.

Thus it appears that in every one of the four important particulars,—total enrollment, total number of days of attendance, average daily attendance, and per cent of attendance on total enrollment,—the Institutes of 1871 show an increase over those of 1870; and those of 1872, an increase over those of 1871.

Are not these facts alone sufficient to convince any unprejudiced person that the Institutes are growing in favor with the teachers of the State?

INSTITUTE STATISTICS—1871.

TABLE NO. I.
Statistics of Teachers' Institutes for the year 1871.

COUNTIES.	MEMBERS.			EXPERIENCE.						ATTENDANCE.						Per cent. of attendance.	
	Males.	Females.	Total.	No. who had never taught.	No. who had taught only one term.	No. who had taught from 2 to 10 terms inclusive.	No. who had taught more than 10 terms.	Whole No. of weeks taught by all.	Average No. of terms teachers have taught.	First day.	Second day.	Third day.	Fourth day.	Fifth day.	Aggregate No. of days of attendance.		Average daily attendance.
Addison,	24	46	70	1	12	39	18	555	8.04	15	43	61	68	54	241	48.2	68.86
Bennington,	33	72	105	5	13	53	34	909	9.09	42	80	96	100	102	420	84	80
Caledonia,	41	86	127	20	21	66	20	559	5.22	35	67	103	119	127	451	90.2	71.02
Chittenden,	25	45	70	6	5	29	23	506 ^a	7.91	20	35	55	50	40	200	40	57.14
Essex,	16	22	38	11	3	21	3	167 ^b	6.18	3	11	38	38	38	128	25.6	67.37
Franklin,	14	47	61	0	3	37	19	562	9.21	24	47	55	55	50	231	46.2	75.74
Grand Isle,	11	9	20	4	7	9	0	35	2.19	4	12	20	20	20	76	15.2	76
Lamoille,	22	52	74	8	14	41	11	406	6.15	43	52	61	65	71	292	58.4	78.92
Orange,	18	67	85	15	16	39	15	374	5.34	38	55	63	67	83	306	61.2	72
Orleans,	9	31	40	3	7	21	9	246	6.65	19	26	37	37	34	153	30.6	76.5
Rutland,	37	109	146	16	14	74	42	1,000	7.69	50	98	126	129	130	533	106.6	73.01
Washington,	48	69	117	46	18	45	8	370	5.21	39	87	111	117	117	471	94.2	80.61
Windham,	24	76	100	9	12	59	20	633	6.96	59	80	86	90	72	387	77.4	77.4
Windsor,	46	78	124	33	11	51	29	771	8.47	31	45	74	119	115	384	76.8	61.94
Total,	368	809	1,177	177	156	584	251	7,098	6.74	422	738	986	1,074	1,053	4,273	61.43	72.61

^a Seven teachers did not report length of time taught.

^b Two teachers did not report length of time taught.

INSTITUTE STATISTICS—1872.

TABLE NO. 2.
Statistics of Teachers' Institutes for the year 1872.

COUNTIES.	MEMBERS.			EXPERIENCE.								ATTENDANCE.							Per cent of at- tendance.
	Males.	Females.	Total.	No. who had never taught.	No. who had taught only one term.	No. who had taught from 2 to 10 terms inclusive.	No. who had taught more than 10 terms.	Whole No. of weeks taught by all.	Average No. of weeks teachers have taught.	No. who have attended Nor- mal School.	No. holding a Normal School or an Institute certificate.	First day.	Second day.	Third day.	Fourth day.	Fifth day.	Aggregate No. of days of at- tendance.	Average daily attendance.	
Addison,	25	32	57	10	15	28	4	2,287	49	2	3	29	44	55	55	57	240	48	84.21
Bennington,	30	62	92	6	12	31	43	11,044	128	10	13	49	49	81	91	92	362	72.4	78.7
Caledonia,	42	97	139	38	16	57	28	8,180	383	8	9	63	70	111	124	137	498	99.6	71.65
Chittenden,	18	55	73	11	6	27	29	7,711	124	17	18	21	37	46	65	71	240	48	65.75
Essex,	26	68	94	4	21	50	19	5,559	62	b	b	31	53	87	85	90	346	69.2	73.62
Franklin,	8	6	14	3	4	3	4	723	66	1	0	a	6	6	9	11	32	8	45.71
Grand Isle,	29	88	117	25	19	50	23	6,983	76	47	25	63	91	92	104	90	441	88.2	75.38
Lamoille,	34	63	97	12	14	49	22	7,656	90	54	20	43	63	67	70	80	323	64.6	66.6
Orange,	55	73	128	22	13	67	26	7,664	72	33	12	66	86	117	120	123	512	102.4	80
Orleans,	26	87	113	12	23	50	28	7,442	74	35	12	41	91	93	106	75	406	81.2	71.86
Rutland,	21	61	82	22	7	32	21	6,481	108	4	5	34	47	65	73	78	296	59.2	72.2
Washington,	19	37	56	5	11	32	8	2,859	56	b	b	23	41	50	51	32	207	41.4	73.93
Windham,	69	131	200	35	26	97	42	12,956	79	24	18	93	121	144	173	197	722	141.6	72.2
Total,	402	869	1,262	205	187	573	297	87,545	82	235	134	556	799	994	1,126	1,136	4,611	71.06	73.07

a Severe storm—no session.

b No returns.

OBSTACLES TO MORE GENERAL ATTENDANCE.

While we have reason to be encouraged by the growing interest manifest in Teachers' Institutes, we are conscious that we have yet realized but little of the good which they are capable of doing for the cause of education in our State. The attendance of teachers increases, from year to year, and yet the total annual enrollment has not reached more than one third of all the teachers annually employed in the common schools of the State. It may be well for us to briefly enumerate some of the obstacles to a more general attendance.

1st. Indifference of Superintendents.—Of the 229 superintendents in the counties in which Institutes have been held the past year, only 54 were present at the Institutes, and some of these were in attendance but a single day. An examination of the daily records of these Institutes discloses the fact, that the largest attendance of teachers was from towns whose superintendents were the most constant in their attendance at the Institutes; and that several towns whose superintendents were not seen at all at the Institutes, were not represented by a single teacher. The records also show that from several towns, the superintendent and every teacher were present at the Institute. If every town superintendent would encourage and urge the teachers in his town to attend the Institute, and would himself attend, the enrollment would be increased 50 per cent in a single year.

2d. Indifference of some teachers.—While a majority of the teachers appreciate, in some degree, the advantages to

TEACHERS' INSTITUTES—OBSTACLES.

be derived from attending an Institute, there are some who are entirely indifferent to any advantages for improvement; some old teachers who, never having attended an Institute, regard Institutes as very well for young and inexperienced teachers, but of no value to any others; and some who fear they may be called upon to do something which they feel conscious they are not competent to do. All these classes of persons keep away from the Institutes.

But of all the 1,262 teachers who attended the Institutes the last year, it is doubtful if 50 can be found, who failed to appreciate the value of these gatherings, or who will not say that they were well paid for their attendance. The thoroughly wide-awake, progressive teachers will make considerable sacrifices, if necessary, to attend the Institutes. An illustration of this fact occurred in Windham county last winter. Two young ladies, who attended the Institute in Townshend, in 1871, traveled 60 miles across the country, by stage and private conveyance, to attend the Institute at Wilmington. Although they were two days on the road, and the weather was cold, they said they felt well paid for the effort they were obliged to make.

3d. Opposition of Prudential Committees.—Some teachers are prevented from attending the Institutes, by the opposition of the prudential committees of their districts. It is true that the law gives every teacher the right to close school and attend the county Institute, whether the prudential committee consents or not. It is also true that some committees have forbidden their teachers to attend the Institute; and in such instances, from fear of losing

position, of having trouble about pay for the time spent at the Institute, or fear of displeasing the committee or the district, the teachers have generally waived their legal rights, and complied with the wishes of the committees.

Under the two-day Institute law, committees seldom if ever objected to having teachers close their schools to attend the Institutes. But since the length of the session has been extended to five days, objections from committees to the closing of the schools for this purpose, have become quite frequent, and in some instances much dissatisfaction has arisen. Various plans have been resorted to, to defeat this provision of the law, such as, special contracts that teachers should not attend the Institutes, or should lose their time if they did attend; giving notice, on learning of the time fixed for the Institute in the county, that the school would take a vacation on that week; and so on. As this opposition, on the part of districts and committees, to allowing teachers to close their respective schools for the purpose of attending the Institutes, is becoming stronger every year, the causes for this opposition demand our attention.

The first of these is, *loss of public money*. Of the money appropriated to the support of the common schools of each town, two thirds is divided between the common school districts, including also any union districts, "in proportion to the aggregate attendance of the scholars of such district, between the ages of four and twenty years, (now between the ages of five and twenty years), upon the common schools in such district during the preceding school

TEACHERS' INSTITUTES—OBSTACLES.

year, such aggregate attendance to be ascertained from the record thereof, to be kept in the registers of such schools, by adding together the number of days of actual attendance of each legal scholar, as shown by the register."

It will be seen that the law makes no provision for securing a district against loss of attendance of scholars, when the school is closed for the teacher to attend an Institute. Thus the aggregate attendance upon a school, whose teacher attends an Institute during term-time, is less than it otherwise would be; and the amount of public money distributed to the district on the basis of attendance is proportionately less.

The second of these causes is, *The bad effect of breaking up the school for a week during a short term.* When an Institute occurs during the first half of the term of a school, it is safe to presume that the benefit resulting directly to the school, from the attendance of the teacher at the Institute, will fully compensate the district for the loss of time and public money sustained. But, all the Institutes can not be held within the first four or six weeks after the commencement of the schools, either summer or winter; and hence the schools in some counties, if the teachers attend the Institutes, must be suspended for a week, within the last half of the term, and possibly within two or three weeks of the close. In such cases, the school receives no great benefit from the Institute, while it sustains a loss of the time of the teacher, and a portion of the public money. Besides these, after a school has been suspended for a week, near the close of the term, a teacher

TEACHERS' INSTITUTES—CHANGES IN THE LAW.

seldom succeeds in maintaining the same degree of interest on the part of the pupils, for the remaining few days of the term, as would have existed, had the school continued without interruption.

Hence, it will be seen, that the law authorizing teachers to close their schools for a week to attend a Teachers' Institute, without loss of time, discriminates against the district

First. In the distribution of the public money ;

Second. In paying for services not rendered ; and

Third. In the injurious effect upon the school, from closing it for a whole week during term-time. ~

CHANGES IN THE LAW.

From what has already been said, it seems that some change should be made in the law relating to Teachers' Institutes, which shall equalize the matter of loss and gain between districts and teachers.

The two most important ends to be accomplished, by a well ordered system of Teachers' Institutes are, *First.* To create and increase an active interest in the educational affairs of the State ; i. e., to awaken interest and arouse enthusiasm among parents and teachers ; and *Second.* To present to teachers the most approved methods of teaching and managing schools ; i. e., to give the teachers thorough drill in didactics.

The first of these ends might be accomplished, by Institutes of two days, held immediately after the commence-

TEACHERS' INSTITUTES—CHANGES IN THE LAW.

ment of the winter term of schools. The second end requires more time than is now given to an Institute. At the five-day sessions public interest is aroused, teachers and parents are inspired with a good degree of enthusiasm, and much valuable instruction is given. But the time is not long enough to enable the conductors, instructors, and lecturers to do more than present and discuss briefly the leading facts and most obvious principles of teaching; and teachers go home, feeling that they have had barely a taste of the good things they might have, could the Institute be continued through a session of several weeks.

In order to meet the wants of the large number of teachers who are desirous of acquiring a more extended knowledge of didactics, but who have not time to take a full course of training at a Normal School or in a teachers' class in an Academy, Institutes of several weeks in length would be required.

Having given much time and thought to this subject, I am prepared to recommend a modification of the laws relating to Teachers' Institutes, so as to secure to the teachers and the schools a good measure of both the enthusiasm and drill above referred to. This might be done, by the enactment of a law with the following provisions:

First. Require the Secretary to hold a County Institute of two days, yearly, in each county in the State, early in the winter.

TEACHERS' INSTITUTES—CHANGES IN THE LAW.

Second. Authorize teachers to attend these County Institutes, without loss of time; and require prudential committees to pay the teachers for the time spent at these Institutes, on their presenting certificates of attendance, from the Secretary.

Third. Authorize teachers to add to the total attendance for the term, as many days of attendance as shall equal the daily average attendance multiplied by the number of days spent by the teacher in attending the Institute; thus securing the district against loss of public money.

Fourth. Require the Secretary to hold three State Institutes annually, of three weeks each, in different parts of the State, the sessions to be held in the spring and fall, when but few of the schools are in session.

Fifth. Confine the examination of teachers for Institute certificates, to these State Institutes, and to the teachers who attend them through the entire session.

These modifications of the law do not call for any increased appropriation of money; as the expenses of both county and State Institutes would not exceed the present appropriation. They would remove the existing objections to allowing teachers to close their schools and attend the Institutes without loss of time; as the sessions would continue but two days, would occur early in the winter term of school, and the district would be secured against loss of public money. They would afford to teachers ambitions of acquiring more knowledge of the art of teaching, the advantage, at the State Institutes, of a more extended

TEACHERS' INSTITUTES—OPINIONS OF STATE SUPERINTENDENTS.

and thorough drill in methods of organizing, teaching, and governing schools ; giving them a short course of Normal training, under competent and experienced instructors, in the several branches of study pursued in the common schools, at the bare expense of board, which would not, probably, exceed ten dollars for the three weeks. They would enable the Secretary to take charge in person of all the county Institutes, as candidates for Institute certificates would be examined at the State Institutes only. They would furnish to the State a larger number of teachers better qualified for their work, than can possibly be secured under existing laws.

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OPINIONS OF STATE SUPERINTENDENTS.

For the purpose of showing the importance attached to Teachers' Institutes in other States, I herewith present brief extracts from the latest published Reports of several State Superintendents of Public Instruction, and Secretaries of State Boards of Education.

As has been stated in previous reports, the school committees in many towns are unwilling to allow the teachers employed by them to close their schools to attend the Institute for the whole period of five days, unless they will make up the time, thinking that the law will not justify them in doing so. In the towns where the Institutes are held, the schools are, of course, all closed, and the teachers in attendance, as otherwise the Institute would not be held ; but from some of the neighboring towns the teachers come for only a portion of the time, usually the last two days, and thus lose very much of the benefit to be derived from constant attendance upon the exercises. To meet this serious difficulty, and to give increased efficiency to the Institutes, I would renew the recommendation made once and again in previous reports, that the legislature be requested to pass an Act

TEACHERS' INSTITUTES—OPINIONS OF STATE SUPERINTENDENTS.

similar to that of New York and some other States, "which shall provide that the school committee of any town may, in their discretion, authorize and require the teachers under their charge to attend any Teachers' Institute which may be held under the sanction of the Board of Education in such town, or in any adjacent town, and that, in case of such attendance, the time so spent shall not be deducted from the term of service, and shall also be counted, in the returns made to the Board, as actual school time." Much regret is usually expressed, not only by the teachers, but also by the committees themselves, who attend only the closing exercises, and become fully aware of their character and benefits, that they had not been present during the entire session; and assurances are given that whenever another shall be held within reasonable distance, they will avail themselves of the full benefit of it.—*Massachusetts Report.*

If any one doubts the utility of County Teachers' Institutes, such an acquaintance with their practical workings and results as I have enjoyed during the last four years would affectually remove such doubts. In some counties the first real impulse to the cause of education dates from the first Institutes held in them. They have done incalculable good. Not only has the enthusiasm of teachers for their profession been kindled by them, their ideas enlarged, and their knowledge of methods increased, but the interest of parents and the public generally awakened in behalf of the cause of popular education. "They have saved many an inexperienced teacher from despondency and failure. They have placed in many hands the key of success, for lack of which they had groped in darkness. They have sent many weary hearts back to their school-rooms full of the inspirations of hope. They have imparted to each one the collected wisdom and experience of all, and thus reduplicated the teaching power of a whole county. They have so held up the mirror of true excellence that all could see in what it consisted, and thus enabled many a community to judge and act more wisely in the choice of teachers. They have been the forums where popular errors and fallacies have been discussed and exposed, and great truths in educational philosophy have been vindicated."

Strange to say, there have been found Boards of Trustees so far behind the times and so wanting in respect for the law under which they act, as to object to the attendance of teachers upon County Institutes. Stranger still and more disgraceful is the fact, that there have been found teachers who, in disregard of plain professional obligation, have absented themselves from these Conventions. The

TEACHERS' INSTITUTES—OPINIONS OF STATE SUPERINTENDENTS.

teachers of the State have in emphatic language expressed their condemnation of these drag-weights in the profession. Unhappy is the county which happens to have one of these impracticable and retrogressive persons in the office of County Superintendent. In such a case no Institute is held, or if held, no amount of intelligence and enthusiasm among the teachers is sufficient to shake off the stupor which, paralyzing their official head, strikes their whole body with torpidity.

The number of County Institutes held during the last two years is largely in excess of the number ever held during any like period previously. I have felt it to be my duty to attend as many of these as possible, and have gone not where it was easiest to go, but where I had hope of doing the most good. The knowledge thus obtained concerning the wants of different parts of the State, the acquaintance thus formed with the teachers, and the knowledge thus gained of their wishes and views concerning educational matters, have aided me greatly in the formation of my opinions, and the discharge of my official duties. I humbly hope, too, that these official visits have not been altogether fruitless in arousing public interest, and quickening the zeal and activity of the educators of California.—*California Report.*

The facilities which the Institute gives for collecting and comparing views, and for distributing a knowledge and demonstration of all that is new and tried in the department of methods, make this the very best local substitute for the Normal School.—*Missouri Report.*

A greater interest was manifested by those in attendance, as well as in the communities where they were held, than was ever exhibited before. The Institute work of the past year has shown the great benefits received by those who avail themselves of the privileges to be derived from the instructions given in them.

In order that a Teachers' Institute should be profitable to those in attendance, the teaching should be done by the best and most experienced teachers that can be procured. This is important, in order to make the Institute attractive to others as well as teachers. In some of the older counties of the State, as Winona, Olmsted, Goodhue, Fillmore, and Blue Earth, so often have these meetings been held, that the teachers even desire to have, and indeed look for and expect, something in advance of the ordinary routine of daily exercises. They are not satisfied with the same things and the same

TEACHERS' INSTITUTES—OPINIONS OF STATE SUPERINTENDENTS.

kind of instruction that pleased and benefited them three or four years ago, when Institutes were a new thing. The teachers themselves have greatly advanced during the four years, and the grade of instruction to be given at the Institutes must be of a correspondingly elevated character, else the more prominent teachers will lose their interest, and the Institutes themselves will become dull, formal, and consequently, useless. The character of the teaching must be confined principally to instruction in methods and matters strictly professional; and less to instruction in the branches of study required to be taught in school.

The wisdom of the State in making provision for holding Institutes is so manifest, nothing need be said in reference to continuing the annual appropriation. Institutes are no longer an experiment. They are acknowledged by all experienced educators to be among the most efficient means for improving the greatest number of teachers in the shortest time, of any yet devised.

In view of this fact, I would respectfully suggest to the Legislature whether or not it would not be sound wisdom to increase the amount of the appropriation for Institute work. In another place will be found a plan suggested for rendering Institutes still more efficient and beneficial to the State in furnishing teachers for our common schools.—*Minnesota Report.*

In some of the counties, the Institute season has been made the occasion of enthusiastic revivals, so to speak, of energies long languishing; and we have been informed that the effect on the teacher's profession in those localities, and on the school officers, and on the condition of the schools, has been electric. Such results must follow from Institutes, when properly conducted. In accordance with their original intent, they are thus demonstrated to be, not only an indispensable link in that admirable system of state supervision, which keeps the machinery of popular education running, but also, and chiefly, a stimulus to the teacher, and through him a mighty agency for arousing and shaping all the school elements of the county.

The framers of the law have borne testimony to the value they place upon this part of the school work, by providing that a teacher's attendance upon an Institute, whilst the term of his school is in progress, shall cause no reduction in his stipulated wages; and that it shall even be made binding upon him, as a condition for his securing a certificate, that he be in attendance, unless unavoidably prevented

TEACHERS' INSTITUTES—OPINIONS OF STATE SUPERINTENDENTS.

The County Institute, and, collaterally, that branch of State Supervision represented in the County Superintendency, are elements so vitally interwoven with the public school system of the State, and have been so thoroughly tried in this and other communities, that it will be scarcely exaggerating their importance to say that the system revolves about this point. There is a lever power here by which all other parts of the machinery may be moved. If properly conducted, they are the occasion of intense mental activity; and by discussions, suggestions, criticisms, the incisive probings of trained minds into the defects of prevalent methods, and the analysis of new ones, the spirit of progress is nourished, and salutary reforms originated, which reach not only to the routine and discipline of the school-room, but also to the legal enactments which provide for the civil relations of the system.

It may perhaps seem unnecessary to enter, at this late day, into any formal advocacy of the County Teachers' Institute; but, in certain directions, the results have not obviously been commensurate with the outlay of time and expense. In all such cases, without doubt, the true malady is to be sought back of the Institute, in the decline, or tardy development, of the school interests of the particular locality, and the low standard of professional character with which the teachers are satisfied. The system itself has been so long in existence, and has been so thoroughly tried in all situations, that no imputation can justly be heaped upon it, for the feeble and impoverished product that sometimes seems to result. One of the most prominent and judicious State Superintendents in the United States makes the unqualified assertion, "No other agency has done more to strengthen and vitalize our system of public education than these meetings of teachers, school officers, and friends of common schools, known as Teachers' Institutes." But they are so interwoven with the subject of county supervision, and their worth in the educational economy is so largely the result of their efficient management, that a word bearing upon this point may not be amiss.—*Iowa Report.*

It is the universal testimony of teachers attending the Institutes, that they have never engaged in any exercises from which they received so much profit in the same length of time, or that gave them so much real practical aid for their peculiar work.

The County Superintendents continue to hold their Institutes. Many hold these in connection with their examinations, continuing them two or three days; others form classes which they teach themselves, with such aid as they are able to secure. These classes con-

TEACHERS' INSTITUTES—REMARKS OF SUPERINTENDENTS.

tinue from four to six weeks. The influence of these various appliances is most manifest in the improvement of teachers. One who has had a long experience as a teacher, and who has been familiar with Institutes and Institute work, remarks that "a careful observation, extending over several years, has led us to the conclusion that the character of the teachers found in these Institutes, in respect to intelligence, ability, and professional knowledge, has been slowly but steadily improving."

The natural result of bringing teachers together and freely discussing the various methods of teaching, and having a full interchange of views, is to stimulate each one to engage more earnestly in his work. He is also better prepared to do this, from the suggestions he has received, and from the instruction given him. Another great good which teachers receive from these meetings is, their views of the teacher's work are greatly enlarged. Teachers whose opportunities have been limited must, from the necessity of the case, have very limited notions of the real character of the teacher's profession. Many persons who had been occupying the place of a teacher for months and even years, learned for the first time that to become a good teacher required a large amount of knowledge beyond what could be gathered from a text-book. Such have been led to see their deficiency, and have left the school-room as a teacher to enter another as a pupil. The Institutes were never more fully appreciated than now, and it is to be hoped that they may continue to exert a constantly increasing influence for good.—*Michigan Report.*

REMARKS OF TOWN SUPERINTENDENTS.

The following extracts from the last two annual reports of town superintendents to the Secretary, may be regarded as a fair index of public sentiment in this State, on the subject of Teachers' Institutes.

From the Reports of 1871.

ADDISON COUNTY.

Every year only deepens my conviction of the value of the Registers, the Annual Reports, and the Teachers' Institutes.

T. H. ARCHIBALD, Bristol.

TEACHERS' INSTITUTES—REMARKS OF SUPERINTENDENTS.

The Teachers' Institute is no doubt a great benefit to teachers, and to the cause of education generally. I think that if they could be made to extend through two weeks, as they do in the State of New York, they would be more useful.

IRA P. KELLOGG, Monkton.

The lengthening of the time for holding Teachers' Institutes from two to five days is a matter of necessity, now that the examination of candidates for State certificates has been made a part of the work of their sessions. Of course, *five days* is altogether too short a period in which to attempt to instruct teachers to any great extent; but it does furnish abundant opportunity in which to give many useful hints upon the work of the school-room, and as to the best methods of teaching the different branches of study. One of the best influences of the Institutes is, that they call teachers out from themselves, extend their acquaintance with other teachers, lead to a comparison of the varied methods of instruction extant, and, in short, awaken an enthusiasm in their work, which can but prove beneficial in its influence upon the schools under their charge.

ABEL E. LEAVENWORTH, New Haven.

I have a favorable opinion of Teachers' Institutes. Every improvement, every new and beautiful invention, theory, or discovery by which the world has been made wiser and better, and civilization itself revolutionized, has had to fight its way into repute through opposition, prejudice and consumptive conservatism.

G. A. KIMBALL, Orwell.

Of Teachers' Institutes much might be said—something for, and something against their practical utility. Appointed and controlled by the strong influence of the powers that be,—directed by the Executive and other dignitaries of the State, they are maintained by an influence hard to be opposed; yet good men there are, who question their utility, and who doubt their general benefit.

WILLIAM S. WRIGHT, Waltham.

BENNINGTON COUNTY.

Our spring Institute was well attended. The teachers were ready to receive instruction. Too much can not be said of the benefit our schools are receiving from these annual Institutes. The coming together of so many teachers from different parts of the county, and the consequent interchange of thought is in itself of great benefit.

TEACHERS' INSTITUTES—REMARKS OF SUPERINTENDENTS.

Then the new, and in many cases, better methods of teaching, which are discussed, aid in bringing our schools where we may not be ashamed to compare them with those in neighboring States. More and more, too, do the parents realize the importance of these Institutes.

ELIZA M. CLARK, Bennington.

In consequence of Teachers' Institutes, Normal Schools, and the examinations at Teachers' Institutes, the standard of education in our common schools has already been greatly elevated;—of this, there can be no question. Teachers who attend these Institutes and these examinations, see, as they never saw before, the great importance of being more thoroughly prepared for their work, and of becoming more thoroughly acquainted with the best methods of teaching. I have never known a deeper interest felt among teachers in this community, than is felt at the present time, in reference to the importance of being thoroughly prepared for their work; and I am satisfied that this is owing in a great measure to the Teachers' Institutes, their examinations, and the interest awakened on those occasions in reference to a more thorough course in our schools.

ASA F. CLARK, Peru.

CALEDONIA COUNTY.

I look upon Teachers' Institutes as being highly beneficial, in raising the public sentiment up to a greater thoroughness in elementary instruction. I sincerely wish that, instead of holding them once a year in each county, there might be a law passed, by which we could have three or even more in each county during the year. It would result in much good.

E. T. HOWARD, Hardwick.

The Teachers' Institutes have done much good. I find that those teachers who have attended Teachers' Institutes, are most thorough in elementary instruction.

CHARLES PERKINS, Walden.

CHITTENDEN COUNTY.

The Teachers' Institute held here last month, has had a healthy influence, not only on the teachers, but upon the parents also.

A. D. TAGERT, Shelburne.

As Teachers' Institutes are unquestionably useful as a means of instruction to teachers, would it not be better to use them wholly as

TEACHERS' INSTITUTES—REMARKS OF SUPERINTENDENTS.

such, than at all for examinations, in which they seem to many to have proved a practical failure?

J. L. MAYNARD, Williston.

ESSEX COUNTY.

The Institutes are gradually working a good reform. God bless and prosper them.

J. EVANS, Bloomfield.

FRANKLIN COUNTY.

I would recommend to all teachers to attend the Institutes. They are a great help to teachers. There they can be instructed in their duties as teachers; learn how to govern schools in the best manner; learn the best methods of teaching; how best to interest the pupil in his studies, and that is the best safeguard to keep him from mischief. When I was a teacher, I always heard at the Institute something enlivening and noble, which, when I went into the school-room again, lent an impulse to my school which was a source of comfort to me. The satisfaction of seeing my pupils improve immediately, is better felt than expressed. I would enjoin it upon committee-men to advise teachers to attend the Institutes.

A. L. GALUSHA, Franklin.

I attended the institute at St. Albans part of the time, and was much interested and instructed myself; I trust the teachers found it equally profitable. I think there would have been a fuller attendance in this county, had it not been the closing week of many schools; and doubtless it would have been more to the advantage of the schools earlier in the season.

CHAS. H. LOOMIS, Georgia.

LAMOILLE COUNTY.

We labor to secure good teachers, and I shall be glad if the people can be made to see that a *good* teacher is the cheap teacher, regardless of dollars and cents.

I think our Normal Schools and Institutes are opening more eyes to this fact; and we hope the day is not far distant when all will realize it.

J. G. BAILEY, Hydepark.

ORANGE COUNTY.

The Orange county Teachers' Institute, which was held in this place, made a very favorable impression on the community; both

TEACHERS' INSTITUTES—REMARKS OF SUPERINTENDENTS.

teachers and citizens enjoyed it very much. As a preparation for teaching, a week at such an Institute is worth more to a teacher than a term at any school.

J. W. GUERNSEY, Chelsea.

I think that the great want that interferes with the advancement of our schools, is thoroughness in elementary instruction. Teachers almost all fail here. A thorough understanding of first principles is of vital importance, in training children in the acquisition of knowledge. I have endeavored to impress the great importance of this matter upon teachers during the past year.

I think our Normal Schools and Institutes are trying to remedy this great want. I think those persons intending to teach in our schools, should attend our Normal Schools and Institutes.

H. H. GILLET, Thetford.

I have changed my views somewhat in relation to county Institutes, within the past year. They are more efficient in their working among teachers,—especially among such as are really worthy to teach. The standard of qualifications is of a much higher order, and I believe the towns will have better schools and better teachers, than if the Institutes had never been instituted.

L. H. TABOR, Topsham.

The Institutes are esteemed very highly in this town.

O. S. MORRIS, Tunbridge.

ORLEANS COUNTY.

Teachers should more generally attend the Institutes, furnish themselves with blank books, enter with spirit into the idea of improvement, and put into practice the good suggestions, upon their return to their schools.

JOSEPH G. LORIMER, Derby.

The Teachers' Institutes are another agency by which our system is greatly improved. It is there that the experience of the successful is presented, that the tyro may profit by it, and it may now be reasonably presumed, as well as sincerely hoped, that through the instrumentality of those tested agents, our system will be conducted so as to accomplish the object for which it was instituted.

JOHN MITCHELL, Salem,

TEACHERS' INSTITUTES—REMARKS OF SUPERINTENDENTS.

RUTLAND COUNTY.

Other things being equal, those are the best teachers who have attended Teachers' Institutes and Normal Schools. They are more thorough and accurate in their instruction. The great want of our schools is competent, well qualified teachers. For want of such teachers, there is a sad lack of thorough elementary instruction.

WILLIAM T. HERRICK, Clarendon.

I think it will be admitted by nearly all, that the Teachers' Institute is accomplishing a great deal for the cause of education in our State; not only in arousing teachers to the importance of their work, but in awakening the people generally to the importance of making our common schools more efficient.

D. H. LANE, Mt. Tabor.

WASHINGTON COUNTY.

I consider that Teachers' Institutes are one of the best institutions in the State for the advancement of education. At these Institutes our teachers obtain a more thorough and practical knowledge of teaching, than they would in most instances at a whole term of High School. The best methods of teaching are there discussed, and a more uniform system of instruction is adopted throughout the State.

R. M. LAWSON, Woodbury.

WINDHAM COUNTY.

Our county Teachers' Institutes with all their advantages, and they are great, often fail to meet the wants of teachers of small schools. It can not be otherwise; and is not the fault of the Secretary or his assistants. And here let me urge our teachers to attend these Institutes, not to "have a good time," but to qualify themselves to teach more worthily of themselves, and more acceptably to their patrons.

LEWIS B. HIBBARD, Grafton.

I am a believer in Teachers' Institutes, and I wish they might be so arranged, that all the teachers might attend them every year, and that all the people might listen to the lectures, for I believe that nearly all our citizens need educating in regard to our common school system.

G. H. HOUGHTON, Townshend.

TEACHERS' INSTITUTES—REMARKS OF SUPERINTENDENTS.

I heartily approve of Teachers' Institutes. I wish there was a law requiring each teacher to attend at least one.

A. W. GOODNOW, Wilmington.

I think that, by a majority of our people, the Institutes are underrated. A person who is fit to teach, can not fail to be greatly benefited by attending them, and listening to the lectures, discussions, and instructions. Many people in this town are strongly opposed to the provision of the law giving teachers pay for the time spent in attending the Institute during the sessions of schools

FRED'K MACK, Windham.

WINDSOR COUNTY.

Teachers' Institutes have done much towards making teachers more thorough in elementary instruction.

H. J. PARKER, Andover.

Our most successful and efficient teachers are among those who have attended the Institutes.

WM. PIERCE, Chester.

We already see the beneficial effects of Institutes, in better qualified teachers, and in the increased interest generally in education.

JOHN S. SLACK, Plymouth.

A strong practical influence for good is being exerted by the Teachers' Institutes.

J. B. BALDWIN, Sharon.

From the Reports of 1872.

ADDISON COUNTY.

Teachers' Institutes are a source of instruction and profit to our teachers. May they thoroughly rouse every citizen, and advance the cause.

CHAS. H. WILLMARTH, Addison.

I am not satisfied that the present method of holding Institutes for five days, is an improvement on those held for two days. The latter time is long enough to excite an *esprit du corps* among teachers, and for imparting many useful hints, in general lectures by the Secretary of the Board and by others whom he may employ. It is long enough,

TEACHERS' INSTITUTES—REMARKS OF SUPERINTENDENTS.

too, to secure a coöperative interest among parents and the citizens generally, where they are held. And it is as long a time as any community should be asked to extend their hospitalities, and suspend their usual business. On the other hand, the former time is far too short to attempt any very thorough drill in the studies required to be taught, or anything but superficial instruction in school management in general. It is also much too long a time during which to turn our children adrift from study, especially in the winter season. The average scholar does not take up his lessons where he left them a week before, nor does he retain his wonted zeal, after a week's dissipation of his habits of study. It would be better to hold longer sessions at a few central points in the State, which should, in a small degree, supply the instruction given in the Normal Schools; or to encourage the formation of teachers' classes in our Academies and high schools. Some are already sustaining these, and are turning out some excellent teachers. If encouraged by the State, though not with pecuniary aid, at least by a proper recognition of their services in this respect, much more of this kind of work would be done. I recommend that incorporated academies and the upper department of graded schools be authorized to train classes of teachers for the State certificate, under such restrictions as the Board of Education may adopt.

ABEL E. LEAVENWORTH, New Haven.

I fear the people will never be exactly satisfied to give the teacher a week, during the last half of the term, to attend the Institute. If they could be held in the spring or fall, or even at the end of the first month of the term, the people would feel better pleased, and the teacher and school would reap larger results in good from them.

L. C. PATRIDGE, Weybridge.

BENNINGTON COUNTY.

Institutes are doing very much to furnish us with a far better class of teachers. Our teachers, in consequence, are becoming far better qualified for their work. These Institutes have led the teachers among us to inquire into the best modes of teaching, and to introduce those as far as practicable.

ASA F. CLARK, Peru.

CALEDONIA COUNTY.

In reference to Normal Schools and Teachers' Institutes, there can be but one opinion; and I think our people are beginning to see their importance.

J. SERVICE, Barnet.

TEACHERS' INSTITUTES—REMARKS OF SUPERINTENDENTS.

CHITTENDEN COUNTY.

I do not think the Teachers' Institutes ought to come into collision with the session of schools; yet I esteem them as vital sparks, diffusing life and energy throughout our school system.

T. R. GORDON, Bolton.

I think Teachers' Institutes and Associations are important, as now conducted; but I think they would be more valuable with fewer lectures, discussions, and essays, and a more thorough drill of the teachers in every thing pertaining to their qualifications, management, and duties. If they were formed into classes, and were to be questioned critically on topics before suggested, would it not have a tendency to make them more studious, and better acquainted with the best works on education?

J. H. WOODWARD, Milton.

ESSEX COUNTY.

I am opposed to the examination of teachers at the Institutes, because it takes all the time of that class of teachers, who would derive the most benefit from the Institutes. There is not so much sympathy and co-operation between superintendents and teachers who hold Institute certificates, as between others, other things being equal. I can see the benefits arising from the Institutes, and hope they will still continue to be held, and for *five full* days.

N. W. ALGER, Lunenburg.

FRANKLIN COUNTY.

The teachers of this town do not attend Institutes, a small proportion excepted, and that when they are held in this part of the county. One cause of this is, the feeling which exists in the public mind against the law giving the teacher this privilege without loss of time. It is thought to be unjust and inconsistent, that teachers needing to be better qualified for their work, should be allowed to spend a week at the Institute, while they are being paid already for services supposed to be competently rendered. "We hire teachers," they say, "who profess to be qualified for their work; and yet to become *better* qualified, they ask us to send them a week to an Institute, and then foot the bill." Thus the law in some sense nearly defeats the object it designs to secure. If Teachers' Institutes could be held

TEACHERS' INSTITUTES—REMARKS OF SUPERINTENDENTS.

during those parts of the year not occupied by teachers, and all left free to attend, I think they would be more useful.

E. W. HATCH, Berkshire.

Teachers' Institutes are well, and exert a powerful and healthful influence in the right direction among teachers, and a small class of others who attend them; but I discover a great amount of indifference and lack of interest in the masses of parents, and others who should be interested in schools and school reforms, as is evinced by the slim attendance at Institute lectures.

C. H. LOOMIS, Georgia.

LAMOILLE COUNTY.

Teachers' Institutes and Normal Schools have an excellent influence over our common schools. Nearly all the teachers of this town attended the Teachers' Institute at Hydepark, last winter; and I am well satisfied that our schools were benefited thereby. I am heartily glad that the time for holding each Institute has been extended. I hope the time is not far distant, when every school district will be willing, and even encourage their teacher to attend these Institutes. If all citizens would attend one of these meetings, they would at once stop this fault-finding.

LEROY M. BINGHAM, Stowe.

ORANGE COUNTY.

The Institute in our county, the past winter, was a decided benefit in awakening a fresh interest on the part of the teachers. The benefits were somewhat lessened by the fault finding of the people.

A. S. ALLIS, Brookfield.

Institutes are beneficial for the purpose for which they are intended.

L. H. TABOR, Topsham.

Many teachers asked me if I should advise them to attend the Teachers' Institute; but not knowing from personal experience of its profit, I did not advise them to go, but simply replied, "You have the right, if you choose to do so; yet the people are not quite prepared to give you your time, and if possible, if you go, I would make it up to the district." That I might be able to answer the question correctly in the future, I spent one week in attending an Institute at West Randolph; and now, without hesitation, I should not only advise, but urge

TEACHERS' INSTITUTES—REMARKS OF SUPERINTENDENTS.

all teachers to avail themselves of every opportunity to attend such meetings. Nor need the people think that they gain nothing by the law which grants this privilege to the teachers of the State; for they there go through a course of drill, and are kept more constantly at work during the week, than in any school I ever attended; and your teachers, if adapted to the position they occupy, can but go back to their duties stronger in purpose, and more desirous of being faithful to their trust.

LUCIE A. CALEF, Washington.

The Teachers' Institutes I think of great good practically, and they should be sustained and advanced in every way possible.

G. C. STEVENS, Williamstown.

ORLEANS COUNTY.

Loud and long complaints are being made, that so *much* time is taken from the district, and given to the teacher at our Teachers' Institutes; though those "tax-payers" that attend the Institutes, I think complain less than others. Can or ought this to be lessened to two days, or to any number less than five?

S. R. COREY, Craftsbury.

The Teachers' Institute held at Albany, last winter, was a success. The attendance of teachers and friends of education was quite commendable. The lectures and illustrations of the best methods of teaching were very apposite.

J. G. LORIMER, Derby.

RUTLAND COUNTY.

Teachers' Institutes are very essential to the cause of education. They are an invaluable help to the teacher, and an effective means of elevating the views of the people in educational matters. The change in the length of time is a good thing. Five days are none too many. I think they have a tendency to awaken the people to an interest in the schools.

J. C. WILLIAMS, Danby.

The beneficial influence of the Teachers' Institute is felt in every district in town. Our citizens the past year have manifested a deeper interest than usual in the prosperity of our schools; and I think they will soon elect school officers, who will not consider the duties of their office as beneath their dignity.

SETH THOMPSON, Fairhaven.

TEACHERS' INSTITUTES—REMARKS OF SUPERINTENDENTS.

The Institutes are growing in favor, but there is some disposition to compel the teachers to attend them at their own expense, either as to wages or entertainment.

RUSSELL T. HALL, Pittsford.

Teachers' Institutes are not received with favor by the people of this town; as those days and the holidays use considerable time, which the people think belongs to them. For myself, I think they are very useful to the cause of education.

F. F. CADY, Shrewsbury.

I think that the Teachers' Institutes should not continue longer than two full days.

E. M. BIXBY, West Haven.

WASHINGTON COUNTY.

Teachers' Institutes, as conducted at present, can not be too fully appreciated, as auxiliaries in the great work of educating the present generation. I am well aware of the fact, however, that very many, districts almost begrudge the few days allowed by law, to teachers, for the purpose of attending these Institutes; and yet if they could fully realize with what renewed energy the faithful teacher returns to his labor, after his annual visits to these Institutes, how he comes refreshed in mind and body, and grapples more earnestly than ever before with the difficulties which beset his pathway, and gives to all with ensparing hand from the new and original ideas which he has gathered, methinks that all murmurers would be forever silenced, and Teachers' Institutes would receive that favor in the popular opinion to which they are justly entitled.

W. A. BOYCE, Barre.

Teachers' Institutes are very plainly seen to be beneficial to the schools. I have gained no knowledge of them from personal attendance; but in the school-room the effect is visible, and commends itself to every one. Continue and improve these Institutes. I, however, never could approve the law compelling districts to sacrifice a week of school, for *even* this good object. I am not much of a judge of law; but I doubt the constitutional right of the State to make such exactions of districts. If so, why not go one step further, and make them of individuals? If I am wong in this, I wish to be righted, for much as I prize the Institute, I can not heartily recommend teachers to attend. Were teachers to sacrifice the time, would

TEACHERS' INSTITUTES—REMARKS OF SUPERINTENDENTS.

not they be amply paid? If the State proposes to be generous, ought it not to be just, and pay from its treasury?

J. N. PERRIN, Berlin.

Teachers' Institutes are very interesting and instructive, and are producing much good. If more of the citizens would attend, some of their old notions might be shaken, and new and better ideas take their place. Such a reform is very much needed, in many places.

M. S. HATHAWAY, Calais.

I deem it very desirable that all the teachers should, as far as practicable, attend the Institutes; and it may perhaps be best to require all who design to teach, to attend the session held in their county, last preceding the year they are teaching. At the Institute, the teacher will obtain the practical information needed, upon the best modes of conducting a school, of teaching, and of government; and there can be no doubt that that teacher who has attended the Institute, will have a vast advantage over the one who has not, and will be worth more to the district.

J. COPELAND, Waterbury.

Teachers' Institutes have, as far as I am acquainted with them, produced very good results. They work up an interest that nothing else ever has or can. All who attend them become very much interested in the discussions and other exercises; not only scholars and teachers but parents,—the last being the most difficult class to get interested sufficiently, to assist and encourage with their money and presence, in this great work of educating the rising generation, as they ought, to be educated. This is a generation of progressive ideas; and what answered for our fathers, will not answer for the next generation.

A. P. TOWN, Woodbury.

WINDSOR COUNTY.

Eight teachers, with the Superintendent, attended the Teachers' Institute at Royalton. I venture to say that the same number of days has not been spent with greater profit to themselves or to their pupils than those spent at the Institute. Those who avail themselves of such drills and lectures, and who attend our higher seminaries, invariably make the best teachers. However they might have been dispensed with years ago, they can not be now. I would urge committees to hire only those who have been to some pains and expense to fit themselves for teaching.

R. W. HARLOW, Rochester.

INSTITUTE EXAMINATIONS.

INSTITUTE EXAMINATIONS.

By section four of an act passed by the last General Assembly, entitled "an act relating to the duties of town superintendents," it is made the duty of the Secretary to "hold Institute examinations in the same manner as provided for the examination of candidates for State certificates,"—see section three of an act entitled "an act relating to the duties of the Board of Education, and the examination of teachers," approved November 19, 1866,— "restricting such examinations to persons who bring to the Secretary and the assistant examiners satisfactory evidence of good moral character, and of having taught a common school for at least forty weeks within the four years last preceding such examination, and of their success in governing and teaching." In compliance with this requirement, I have held Institute examinations at ten Institutes each year, being all the Institutes at which candidates presented themselves for examination.

The names of the successful candidates at these examinations are as follows:

Addison County. March, 1871.—Alta A. Elitharp, Laurie A. Goodrich, Mary A. B. Hackett, Emma M. Pierce, Carrie E. Richardson, Fannie E. Shaw, S. Jennie Shaw, Robert M. Bailey, Edgar L. Walker.

Bennington County. February, 1871.—Mrs. Mary B. Kinsley, George H. Phillips.

February, 1872.—Mary R. Bryant, Addie E. Bucklin, Jennie A. Cole, Mary J. Doyle.

INSTITUTE EXAMINATIONS.

Caledonia County. February, 1871.—Charlotte Barker.
Hattie M. Gates.

Chittenden County. March, 1871.—Jennie E. Barton,
Sabra S. Stearns.

February, 1872.—Ellen M. White.

Franklin County. February, 1871.—Mary C. Butler.
Laura M. Farnsworth, Melissa S. Perley.

December, 1871.—Lyman D. Bragg, Charles W. Stone.

Lamoille Connty. February, 1871.—Amelia H. Capron,
Ella M. Harris, Bertie L. Luce, Jane H. Patterson, Ellen
L. Sallies, Charles H. Clement.

December, 1871.—Sarah F. Hutchins, Eva E. Sallies.
Stella L. Thomas, Nettie M. White.

Orange County. January, 1872.—Lydia A. Smith.
Persis A. Thompson, George Dutton.

Rutland County. February, 1871.—Lovina Doty.
Frances C. Sutherland, Eber Tooley, Arthur Wilder, Jr.

December, 1871.—Emily Humphrey, Emma Augusta
Mills.

Washington County. February, 1871.—Frances A.
Comings, Clara A. Glidden, Inez M. Worcester, Clarence
R. Dwinell, Frank M. Page.

February, 1872.—Mary N. Cressey, Hattie R. Darling,
Josie F. Kimball, Calista G. Parcher.

Windham County. February, 1871.—Jennie L. Bacon.
Eva L. Howe, Minora C. Joy, Florence A. Kimball, Emma
O. Whitman.

December, 1871.—Ella R. Blake, Sara G. Holden.
Georgie A. Morse, Charles E. Brown.

INSTITUTE EXAMINATIONS—STATISTICS.

Windsor County. March, 1871.—Dora M. Albee, Clara J. Allen, Thirza L. Allen, Ellen A. Harlow, Ida E. Kinney, Kate E. Waterman, George W. Ralph, Charles H. Willmarth.

January, 1872.—Nellie A. Brown, Eliza M. Downing, Charles E. Lord.

The number of candidates examined, and the number who passed the examination at each Institute, will be found in Table No. 3.

TABLE NO. 3.

Statistics of Institute Examinations for 1871 and 1872.

Counties.	1871			1872		
	Where Institutes were held.	Number of teachers examined.	Number who passed the examination.	Where Institutes were held.	Number of teachers examined.	Number who passed the examination.
Addison,	Middlebury,	11	9	Panton,		
Bennington,	South Shaftsbury,	4	2	N. Bennington,	4	4
Caledonia,	St. Johnsbury,	3	2	West Burke,	2	0
Chittenden,	Shelburne,	5	2	Winooski,	1	1
Essex,	Guildhall,					
Franklin,	St. Albans,	5	3	Richford,	3	2
Grand Isle,	Grand Isle,			North Hero,		
Lamoille,	Morrisville,	7	6	Hydepark,	6	4
Orange,	Chelsea,			West Randolph,	5	3
Orleans,	Coventry,			West Albany,		
Rutland,	Castleton,	15	4	Pittsford,	5	2
Washington,	Barre,	7	5	Waterbury,	6	4
Windham,	Townshend,	10	5	Wilmington,	5	4
Windsor,	White River Vill.	10	8	Royalton,	7	8
Totals.		77	46		44	27

ASSISTANT EXAMINERS.—The names of the assistant examiners at the Institutes held in the winter of 1870–71,

INSTITUTE EXAMINATIONS—STATISTICS.

are given in connection with the sketches of the several Institutes. The names of the persons who assisted me in the examinations held in the winter of 1871-72, are as follows:

Bennington County.—Enos Gould, E. W. Howe.

Chittenden County.—George H. Barrett.

Franklin County.—Annette L. Stiles.

Lamoille County.—C. D. Mead, F. C. Hathaway.

Orange County.—C. S. Tarbell.

Rutland County.—Rev. R. T. Hall, Frances M. Bromley.

Washington County.—Rev. J. Copeland.

Windham County.—Rev. A. W. Goodnow, L. A. Butterfield.

Windsor County.—Wm. C. Whipple, E. F. Wright.

TABLE NO. 4.

Showing the Number of Teachers who have received State Certificates at each Institute Examination in the last Six Years.

Counties.	1867	1868	1869	1870	1871	1872	Whole Number.
Addison,	6		2	9	9		26
Bennington,	3	3	4	5	2	4	21
Caledonia,	6	2	4	1	2	0	15
Chittenden,	3	1	6	2	2	1	15
Essex,		5	6	3			14
Franklin,			6	1	3	2	12
Grand Isle,				2			2
Lamoille,					6	4	10
Orange,	3	5		1		3	12
Orleans,	6	2	1	4			13
Rutland,	7	9	4	3	4	2	29
Washington,	4	6	4	7	5	4	30
Windham,	7	1	3	6	5	4	26
Windsor,	5	3	4	6	8	3	29
Totals,	50	37	44	50	46	27	254

INSTITUTE EXAMINATIONS—STATISTICS.

From the statistics given in Table No. 4, I find that, while the number of State certificates granted varies from year to year, the number granted, in proportion to the whole number of candidates examined, has increased each successive year, as will be seen below.

In 1867 216 were examined and 50 passed, being 23 per cent.

" 1868	95	"	"	" 37	"	" 39	"
" 1869	109	"	"	" 44	"	" 40	"
" 1870	108	"	"	" 50	"	" 46	"
" 1871	77	"	"	" 46	"	" 58	"
" 1872	44	"	"	" 27	"	" 61	"

From the above figures it will be seen, that of that class of persons not qualified to pass these examinations, the number of applicants has grown less each year; and that the proportion of those passing the examinations has increased thirty-eight per cent in the six years. These facts are worthy of careful consideration.

But there are objections to continuing the present plan of examinations. The law now requires that these shall be held at the Institutes. Experience proves that an examination can not be gone through with, in much less than two days whether the candidates be few or many. As the Secretary must conduct these examinations, he is necessarily taken away from the Institute two whole days. Is this for the best interest of the Institutes?

The examinations the past two years have taken nearly all the time of the Secretary and one or two assistants for forty days; and the whole number of persons examined was one hundred twenty-one, of whom seventy-three passed the examination. Now, all these persons could have been examined in ten days, had they been brought into five

classes; and a saving made to the Institutes of thirty days of the Secretary's time, to the State of thirty days of expenses of the assistant examiners. I think the above facts form another argument in favor of the State Institutes, as recommended on page 76 of this Report.

Under the provisions of the original law, passed in 1866, authorizing the Secretary of the State Board of Education to hold Institute examinations, and to grant certificates good in any part of the State to persons who passed these examinations, 181 State certificates were granted in four years. The law was amended in 1870, and since its amendment, 73 certificates have been granted at the Institute-examinations.

The provisions of the original law were probably well suited to the condition of the educational interests of the State at the time of its adoption. But the cause of education made considerable progress during the first four years after the enactment of the law, and it seemed desirable to elevate the standard of qualifications for a State certificate; and the law was amended in this particular, in 1870.

Dissatisfaction has been expressed, in some quarters, with the additional requirements contained in the amendments passed in 1870; and some have expressed the opinion that the law in its present form is unjust to the teachers of the State. Under the law of 1866, any person who could pass the prescribed examination, was entitled to a State certificate. This examination was confined wholly to the subjects of study pursued in the common schools of the State. The amendments of 1870 require, in addition

INSTITUTE EXAMINATIONS.

to the knowledge of these subjects, a practical and successful experience in teaching, amounting to at least forty weeks within the four years immediately preceding the time of the examination. As the Institute certificate is good in any part of the State for five years, is it too much to require some successful experience in teaching, as a prerequisite to obtaining such a certificate? Certificates good for any school in town, from the time of the examination to the first day of the following April, are granted to successful candidates, by town superintendents. In case the person licensed proves incompetent to instruct or manage a school, the town superintendent is near at hand, to give such advice or to take such action as the case demands. But if the holder of a State certificate proves to be incompetent, the power to annul the certificate, and to remove the teacher from school, is vested in the Board of Education, whose Secretary may be a long distance from the town in which such person is teaching; and to prefer charges of incompetency, and call the Secretary to the town to investigate the charges, necessarily consumes considerable time, and causes much inconvenience to all the parties interested. In view of these facts, it seems to me that the requirement of successful experience of forty weeks in teaching and managing a school, is a moderate one at least.

There is another view of this matter, that it may not be amiss to consider in this connection.—A State certificate, good for five years, should be regarded as of a higher grade than a town certificate good for one year; and

should be regarded as *prima facie* evidence of superior qualifications on the part of its holder. If care is taken that such certificates are issued to none but persons well qualified, by learning and experience, to teach and manage any common school in the State, they will command the respect of the people of the State, be more highly prized by those who succeed in obtaining them, and exert a strong influence in raising the standard of qualifications of teachers.

That the people of our State may have an opportunity of comparing the requirements of our law with those of the laws on the same subject in other parts of the country, I have made extracts from the laws of several other States, and from the remarks of State Superintendents, which I herewith submit :

In *Ohio*, in order to obtain a State certificate,

“Each candidate is required—

“To have had five years experience as a teacher.

“To present to the Board, testimonials of success in teaching, from Boards of Education, Directors, Trustees, or those in whose employment he or she has been, covering a period of five years.

“To present testimonials of good moral character, from well-known and responsible persons.

“The original papers, not copies, are required in every case. They will be returned after inspection.

“Certificates are not graded. Each candidate will be examined in the following branches: Orthography, Reading, Penmanship, Arithmetic, Geography, English Grammar, United States History, Physiology, Algebra, Plane Geometry, Natural Philosophy, English Literature, and Theory and Practice of Teaching. Any one desiring other

INSTITUTE EXAMINATIONS.

branches added to the certificate, will be examined in such additional branches.

“The certificates granted by the Board are valid in any public school in Ohio, for the life-time of the holder.”

In *Illinois*, the law conferring authority to grant State-certificates is as follows :

“The State Superintendent of Public Instruction is hereby authorized to grant State certificates to such teachers as may be found worthy to receive them, which shall be of perpetual validity in every county and school district in the State. But State certificates shall only be granted upon public examination, of which due notice shall be given, in such branches and upon such terms and by such examiners as the State Superintendent, and the Principal of the Normal University may prescribe. The fee for a State certificate shall be \$5. Said certificate may be revoked by the State Superintendent, upon proof of immoral or unprofessional conduct.

“Applicants for State Teacher's Diplomas are required to furnish satisfactory evidence, 1st—Of good moral character. 2d—Of having taught with decided success, at least three years, one of which shall have been in the State. 3d—To pass a very thorough examination in orthography, penmanship, reading, mental and written arithmetic, English Grammar, modern geography, history of the United States, algebra, elements of plane geometry, and theory and art of education. 4th—To pass a satisfactory examination in the elementary principles of anatomy and physiology, botany, zoology, and chemistry. 5th—to pass a satisfactory examination in the School Laws of *Illinois*, especially as relating to the duties and legal rights of teachers.”

INSTITUTE EXAMINATIONS.

In *Pennsylvania* four grades of certificates are granted.

“ A provisional certificate, which is a mere license to begin to teach. It is good only in the county where issued, and for a single year. A scale of figures from one to five is used in filling up this certificate, to denote degrees of proficiency in the several branches.”

“ A professional certificate, which is a license to teach in the county where issued for the term of the Superintendent granting it, and for one year thereafter. It is granted to any good teacher who can pass an examination in orthography, reading, writing, arithmetic, geography, grammar, history of the United States, and the theory of teaching.

“ A permanent certificate, which is granted by this Department to teachers holding professional certificates, whose application therefor is endorsed by the proper Superintendent, the proper board or boards of directors, and by a county committee of teachers elected by ballot for this purpose at the Teachers' Institute. This certificate is good permanently in the county where issued, and for one year in any other county.

“ A State certificate, which is issued to teachers who pass an examination, in a prescribed course, before the board of examiners of the State Normal Schools. This certificate is permanently good in any part of the State.”

In *Wisconsin* applicants for State certificates are required to comply with the following terms and conditions :

“ To furnish satisfactory evidence of good moral character.

“ To furnish satisfactory evidence of having taught, with decided success, not less than three years, at least one of which shall have been in this State. To pass a *thorough* examination in Orthography, Ortheopy, Reading, Penmanship, Mental and Written Arithmetic, English

INSTITUTE EXAMINATIONS.

Grammar, Modern Geography in all its departments, History of the United States, Algebra, Natural Philosophy, Geometry, and Theory and Practice of Teaching.

“To pass a *satisfactory* examination in the elementary principles of Physiology, Botany, Zoölogy, Chemistry, Geology, Political Economy, and Mental Philosophy.

“To pass a satisfactory examination in the Constitution and organization of the government of the United States and of the State of Wisconsin, and in the school laws of this State, so far as they relate to the rights and duties of teachers.

“When an applicant is personally known to the State Superintendent, or to some member of the board of examiners, as being of good moral character, no specific testimony will be required; but when not thus known, written testimonials from one or more responsible persons, acquainted with the applicant, must be presented.

“In respect to the time that an applicant has taught, his own declaration, giving the time, place, and kind of school, will be sufficient.

“The proof of success in teaching must be clear and explicit. Written testimonials from employers, or other responsible and competent persons, will be required.

“A State certificate entitles the holder to teach in any public school in the State, and it will be valid during life, unless revoked for incompetency or immorality.

“It is the object of the law, to recognize and honor those experienced and successful teachers, who have gained character to their profession, and to furnish to young teachers an incentive to honorable exertion.”

In *California* “the granting of State Certificates to teachers is entrusted to a State Board of Examination, composed of the Superintendent of Public Instruction and four professional teachers, with power to grant certificates for one, two, four, or six years, or for life.

INSTITUTE EXAMINATIONS.

The State Superintendent of California remarks on this subject, as follows :

“ The time is rapidly approaching, when teaching must be recognized as a profession; when a diploma from a Normal School, or a certificate of examination by a legally authorized association of teachers, or a State Board of Examination, shall be a license to teach school until revoked by those who issued it. Educational conventions in every part of our country express a general desire for a distinct and definite recognition of the occupation of teaching, by forms equivalent to those now existing in law, medicine, and theology. It is true there are many who make teaching a temporary occupation, a stepping-stone to other pursuits; and there is no objection to this, when they are duly qualified for the noblest of human duties. But there is a large class, becoming larger every year, who desire to make it the occupation of a life—an occupation which calls for a range of acquirements and a height of qualification fully equal to that of the liberal professions.” * * * * *

“ At the meeting of the State Teachers' Institute this year, composed of about six hundred of the leading teachers of the State, it was unanimously resolved: ‘ That inasmuch as the various County Boards of Examination are composed of many persons of many different degrees of qualification, or no degree in some instances, and therefore form no standard, or data, from which the State Board can judge of their work, the granting of State Certificates on county examinations, or on no examinations, should be discontinued.’ ”

The State Superintendent of *Missouri*, in his last annual Report says :

“ It is the uniform experience of other States, that the State certificate must indicate the forward limit reached

INSTITUTE EXAMINATIONS.

by the educational progress of the State. At the same time, it must mark the lowest degree of excellence permitted in qualifications for teachers in the highest public schools.

“As it must protect the reputation and educational efficiency of the State, and the individual worth of really meritorious teachers, the State certificate should stand above the Normal School diploma, or any other certificate of qualification that is given in the State. This evidently was the design of the law in establishing it.”

The State School Commissioner of *Georgia* prescribes the following conditions for the examination of teachers:

“No candidate will be granted a certificate, whose special average in any one branch specified in the law is less than 50, or whose general average is less than 70.

“No candidate will be granted a certificate for more than one year, whose special average in any one branch is less than 70, whose general average is less than 90, or who has had less than one year's experience in teaching.

“Certificates for three years will only be granted to experienced teachers, whose special average in each branch shall exceed 90.

“All candidates will be required to furnish testimonials from school trustees, or other responsible persons, as to their moral character, and experience in teaching.

“Candidates will be examined and granted such credit as they merit, in the following additional studies and special qualifications, if they desire and so state in their application, viz: United States History, Algebra, Geometry, Physiology, Natural Philosophy, Chemistry, Book-Keeping, Music, Drawing, Gymnastics, Elocution, School Law of Georgia, Theory and Practice of Teaching.

“In addition to the written examination, each candidate is required to answer, orally, such other questions as may

INSTITUTE EXAMINATIONS.

be necessary to accurately determine the grade of certificate to which he is entitled."

In the *Province of Ontario*, the new system of examination of teachers is fully set forth, in the General Report of the Chief Superintendent of Instruction for 1870, from which I make the following extract :

"Under the new act, each Board of Examiners consists of not more than five members, who have had experience in teaching; and is under the direction of a County Inspector, who must be a first-class teacher of the highest grade and the meeting of each Board is appointed to be held the same day in every county and city of the Province. The examination papers for all three classes of teachers are prepared, and the value of each question, and the time allowed for examinations in each subject, determined by a committee of practical teachers, under the sanction of the Council of Public Instruction. The examination papers for each county are sent, under seal, to the County Inspector, which seal is not broken except in the presence of the candidates for examination, on the day and at the hour appointed. The merits of the answers to the questions for second and third-class certificates are decided upon by each County Board of Examiners; but the answers to the questions for first-class certificates are transmitted to the Education Department at Toronto, to be decided upon by the Council of Public Instruction, on the Report of its Committee of Examiners. Special instructions accompany the examination papers. It is proper to remark here, that what have heretofore been termed "*Third-Class* County Board Certificates" are not permitted, by the provisions of the new Act; and that what are called, and provided for under the new Act as, third-class certificates, are quite equal, if not above what have heretofore been called *Second-Class* County Board Certificates. They are available for

INSTITUTE EXAMINATIONS.

three years, and throughout the county in which they are granted. No new candidate for teaching can receive a higher than a third-class certificate at his first examination, or before the expiration of three years from that time, unless on the special recommendation of the Inspector, for his attainments, ability and skill in teaching. No teacher is eligible to become a candidate for a second-class certificate, who does not produce testimonials of having taught successfully three years; but he may be eligible at a shorter period, after having received his third-class certificate, on the special recommendation of the County Inspector.

“Second-class certificates, under the new act, are of much more value, and should be of a higher character, than First-Class Board Certificates under former acts, as the latter was limited to a county, and could be cancelled at the pleasure of the Board that granted it; but the former is a life license (during good behavior), and is available in every part of the Province. Each County Inspector, and the other members of each County Board of Examiners have, therefore, been impressed with the duty of not granting a second-class certificate to any candidate, without satisfactory proof that he or she is a *successful* teacher of three years' standing (except in the case above specified), and a clear conviction in their own minds, that such candidate is qualified to teach all the subjects of the Public School Programme. This is required, not only by the patriotic spirit of the law, and conformity to the objects and principles of the School System, but as an act of common justice to every ratepayer in the Province. The schools are made *free by law*; and every man in the country is taxed according to his property to support the public schools; and every taxpayer has a corresponding right to have his children educated in the public schools, in all the subjects of the Pub-

lic School Programme of studies; and he is deprived of this right, if a teacher is employed who can not teach his children these subjects, as far as required. Whether, therefore, the County Boards grant many or few Second-Class Provincial Certificates, I trust they will give no such Certificate as a personal favor, but simply upon the ground of ability to render the public educational service to the country which the law contemplates, and which every ratepayer has a right to demand."

Under the head, "Higher standard of qualification of teachers," in the same Report, I find the following forcible remarks touching the qualifications of examiners:

"On no one subject is there such general unanimity in all educating countries, as on the necessity for granting Certificates of Qualification to teachers, only after examination. All were agreed upon this point; but all were not equally agreed as to the necessity for due qualifications on the part of the examiners themselves. The difficulty of obtaining the services of qualified persons in the rural parts, was often urged as a reason why it should not be insisted upon. All that at first was deemed desirable in this matter, was the constitution of *some* local authority for the examination and licensing of teachers, without reference in many cases to any qualifications on the part of the examiners, but that of social or official position. It was felt, too, that Normal Schools, Teachers' Institutes, and Training Classes in Schools or Colleges would make up in some degree for the lack of professional experience in inquiring into and fixing the standard of a teacher's qualifications for the important duties of his office; and that if teachers wished to take a higher rank in their profession, they could avail themselves of these facilities. But experience has proved how valueless, comparatively speaking, were certificates to teachers, obtained from examiners who (though

INSTITUTE EXAMINATIONS.

anxious to discharge their duties faithfully) practically knew nothing of teaching, themselves, or of the peculiar fitness so necessary to a teacher for the right discharge of the duties of his profession. Teachers, too, were found, who were disposed to rest satisfied with certificates obtained under such circumstances; and schools and pupils alike suffered from a want of ambition or enterprise on the part of such teachers. The depressing effect on the schools and on the profession itself of such a state of things, had long been felt; in the various American States efforts have been made effectually to remedy the evil. The old Examining Boards, often the Trustees themselves, or some official persons in the neighborhood, have been gradually superseded by professional and trained teachers of the highest grade; and the principle has gained ground that, as in the professions of Divinity, Law, Medicine, Civil Engineering, etc., none but professionally trained teachers should act as examiners for the licensing of teachers for our public schools."

In *Prussia*, two means are used to secure the efficiency of teachers:

"In the first place, Every teacher must pass a very stringent examination (before a professional Board) in the subject which he proposes to teach, and he is only allowed to teach those in which he has passed, and only to classes of the precise standing for which his knowledge indicates him to be fit; and secondly, every teacher is required to pass a year at some school, watching the work, and learning how it is done."

These extracts should be sufficient to satisfy any progressive teacher that the requirements of the law in this State, relating to State certificates, are certainly not in advance of those in other states and countries.

REMARKS OF TOWN SUPERINTENDENTS.

ADDISON COUNTY.

The examination of teachers at Institutes, if it can be conducted impartially, is a great gain; but it is almost impossible to find "practical teachers" to conduct these examinations, who will not, perhaps oftentimes insensibly and unintentionally, show greater favor to the candidates they have trained, than to strangers.

T. H. ARCHIBALD, Bristol.

The law of Nov. 19, 1866, in regard to State certificates, although necessarily repealed, has yet had a powerful affect in giving a stimulus to higher and more accurate culture on the part of teachers. Many academies and high schools under its influence, had formed teachers' classes, and were preparing candidates for the State certificate.

At Beeman Academy in this town, for instance, this work has been going on for over two years; and a large class would have been ready to take the State certificate this spring, but now they are cut off from this distinction because trained in an academy, rather than in a normal school. This academy, too, has a regular normal course, established by an act of the Legislature, precisely like that pursued at the normal schools. It matters not that besides the studies of this course, they have pursued a wider range, embracing the higher mathematics and languages; their qualifications count for nothing before this impassable barrier,—“forty weeks within the four years past” Many teachers have suspended their work, for the purposes of a more thorough preparation, and have thus lost this qualification. It would seem only just, then, that a special law should be framed, authorizing the Board of Education to instruct their Secretary to hold an examination for State certificates, whenever an incorporated academy, or a graded school, which has established a regular normal course of instruction for teachers, shall present a class of not less than six who have completed said course.

ABEL E. LEAVENWORTH, New Haven.

BENNINGTON COUNTY.

I am confident that the examination of teachers at the Institutes is one step, and an important one too, in the right direction. Town superintendents have been too much inclined to grant certificates to

 INSTITUTE EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

those who are poorly prepared for teaching. The local influences—often the personal—of friends of the applicants for certificates, have been in many instances so strong, as to outweigh the better judgment of the superintendent.

J. K. BATCHELDER, Arlington.

CALEDONIA COUNTY.

I believe, the same as ever, that the School Board should examine all teachers. Let the Board, or some members of it, meet *often* in all the counties, and thus give all applicants a fair chance to apply for licenses to teach. If this were done, I see no reason why we should not soon be well supplied with good teachers, *provided* fair compensation is given.

F. V. POWERS, Waterford.

LAMOILLE COUNTY.

In respect to examination for State certificates, the present unreasonable discrimination in favor of Normal Schools, requiring forty weeks of teaching experience from those attending other institutions, is not only unjust to our teachers, but it is, to say the least, decidedly uncourteous to the many reputable Graded Schools and Academies within the State. If it is wise for the State to subsidize certain schools with the view of obtaining efficient teachers, it would seem to be equally wise to authorize similar examinations at other schools which support themselves.

I am heartily in favor of Institute examinations, and am *utterly* opposed to any requirements at those examinations which do not apply to graduation from Normal Schools.

F. C. HATHAWAY, Morristown.

ORANGE COUNTY.

While I think the State should grant diplomas to teachers, the matter of licensing teachers should be left to the towns. For the State to license, in a certain sense carries the control of our teachers too far away from the towns. In many cases it has the tendency to take the teacher away from the sympathy, co-operation, and control of the superintendent. Such teachers almost never attend the examination, and therefore are in some sense cut away from any good which might come from a more hearty co-operation with the teachers and the superintendent.

A. S. ALLIS, Brookfield.

 INSTITUTE EXAMINATIONS—TOWN EXAMINATIONS.

I am not favorably impressed with the examinations at Teachers' Institutes. There is a strong feeling existing, that there is an easier examination at the Institutes than at the Normal Schools. If teachers were obliged to receive their examination with the Normal School scholars, the objection would be removed. I believe in letting all teachers, of whatever age or wherever they have attended school, come forward and take their chance with the Normal School scholars.

N. L. BOYDEN, Randolph.

I think very favorably of the examination of teachers at the Institutes, that teachers who are really well qualified, may receive a certificate for a longer time than one year.

GEORGE M. DEARBORN, Vershire.

 WINDSOR COUNTY.

Examination of teachers at Institutes has a tendency to raise the standard of qualifications of teachers, and of course is beneficial.

H. J. PARKER, Andover.

I think the Board of Education must make great changes in their method of granting certificates, or the schools will outnumber the teachers. four to one, the coming winter. At the Teachers' Institute in this place some ten or twelve made applications for certificates. Only three were granted, and two of those were given to persons advanced in years, who had long since quit teaching. Some of our best teachers who applied failed to receive certificates.

MARTIN H. GODDARD, Ludlow.

 TOWN EXAMINATIONS.

The following are the first three sections of an act entitled "An act relating to the duties of Town Superintendents," passed by the last General Assembly:

SEC. 1. It is hereby made the duty of the town superintendents of common schools in each county, to meet the Secretary of the State Board of Education annually, at such time in the month of March or April, and such place in the county, as he, the Secretary, shall designate, for the purpose

TOWN EXAMINATIONS.

First. Of agreeing upon a set of questions to be used throughout the county, in the written examinations of teachers :

Second. Of fixing the standard of qualifications of teachers for the ensuing year :

Third. Of making the necessary preliminary arrangements for the accommodation of the annual session of the Teachers' Institute for the county ; and

Fourth. Of conferring with the Secretary and with each other, upon their duties and the interests of education.

SEC. 2. Each town superintendent shall hold two public examinations of teachers annually, in the months of April or May, and October or November ; said public examinations shall be held in all the towns in the county on the same day, and all certificates granted by town superintendents shall be good till the first day of April following the examination and no longer.

SEC. 3. The Secretary of the State Board of Education shall fix the time and place for meeting the town superintendents in each county, and shall give them due and sufficient notice of the meetings ; and he shall cause the questions agreed upon at such meetings to be printed and sent to all the superintendents in the county, in time to reach them before the day fixed for the public examinations.

In compliance with these requirements, I called meetings of town superintendents in all the counties in the State, in the Spring of 1871, and also in the Spring of 1872. As this law marks a 'new departure' in the educational affairs of the State, a full recital of the work done at these meetings, and of the results thus far attained, may be of interest to the public. I therefore present a

TOWN EXAMINATIONS—MEETINGS, 1871.

detailed statement of the meetings of each year, with numerous extracts, from town superintendents' reports, bearing upon this subject.

MEETINGS OF 1871.

The first of these meetings was held on the 4th, and the last on the 26th day of April. The date and place of meeting in each county, with the number of superintendents in the county, and the number present at the meeting, are given in the following Table:

TABLE NO. 5.

Statistics of County Meetings of Town Superintendents in the Spring of 1871.

Counties.	Meetings.		Superintendents.	
	Places.	Dates.	In the Co.	Present.
Addison,	Middlebury,	April 24	23	17
Bennington,	Arlington,	" 4	17	12
Caledonia,	St. Johnsbury,	" 11	17	9
Chittenden,	Burlington,	" 8	16	10
Essex,	Guildhall,	" 13	12	7
Franklin,	Sheldon,	" 15	14	8
Grand Isle,	North Hero,	" 26	5	4
Lamoille,	Hydepark,	" 6	10	6
Orange,	Chelsea,	" 18	17	12
Orleans,	Barton,	" 12	19	8
Rutland,	Rutland,	" 5	25	18
Washington,	Montpelier,	" 10	19	13
Windham,	Fayetteville,	" 22	23	13
Windsor,	Windsor,	" 14	24	18
Totals,			241	155

From this Table it will be seen that in most of the counties from two thirds to three fourths of the superintendents were present at the meetings, that the total attendance was over 61 per cent, or nearly two thirds, of all the

TOWN EXAMINATIONS—MEETINGS, 1871.

superintendents in the State, and that in only one county (Orleans) was the attendance less than one half of the entire number of superintendents in the county. From the remarks of some of the superintendents of this county it will be seen, that the bad state of the roads prevented some, who otherwise would have attended, from being present. This large attendance was very gratifying, and showed conclusively that the new law was received with favor by a large majority of the superintendents in the State. Within the first month after these meetings, I received letters from nearly 50 superintendents, giving reasons why they were not able to be present, and heartily endorsing the law as a long step in advance, in the educational interests of the State.

SUPERINTENDENTS PRESENT.

The following is a complete list of the superintendents who were present at these meetings :

ADDISON COUNTY.

Addison, Charles H. Willmarth.	Middlebury, J. M. Slade, Jr.
Bridport, C N. Hayward.	Monkton, J. P. Kellogg.
Bristol, T. H. Archibald.	New Haven, A. E. Leavenworth.
Ferrisburgh, A. B. Lyon.	Ripton, E. C. Gibbs.
Goshen, H. Z. Churchill.	Salisbury, W. H. Thomas.
Granville, R. J. Flint.	Shoreham, T. Brookins.
Hancock, J. B. Jewett.	Waltham, W. S. Wright.
Lincoln, A. C. Merrill.	Weybridge, L. C. Patridge.

Whiting, W. H. Casey.

BENNINGTON COUNTY.

Arlington, W. F. Poore.	Rupert, W. H. Austin.
Bennington, Miss Eliza M. Clark.	Sandgate, E. F. Hoyt.
Dorset, E. M. Torrey.	Shaftsbury, W. H. Rugg.
Manchester, W. S. Blaisdell.	Stamford, S. W. Webster.
Peru, Asa F. Clark.	Sunderland, E. G. Bacon.
Readsboro, J. W. Carpenter.	Woodford, John Hathaway, Jr.

TOWN EXAMINATIONS—MEETINGS, 1871.

CALEDONIA COUNTY.

Barnet, J. Service.	Lyndon, P. N. Granger.
Burke, E. W. Smith.	Newark, D. F. Johnson.
Danville, W. J. Stanton.	St. Johnsbury, J. P. Humphrey.
Groton, A. M. Heath.	Sheffield, Wm. Dexter.
Waterford, Henry Ross.	

CHITTENDEN COUNTY.

Bolton, T. R. Gordon.	St. George, Henry Lawrence.
Colchester, G. S. Chase.	Shelburne, A. D. Tagart.
Jericho, E. W. Humphrey.	South Burlington, John E. Smith.
Hinesburgh, J. D. Burwell.	Underhill, Geo. C. Dunton.
Milton, J. H. Woodward.	Westford, J. H. Macomber.

ESSEX COUNTY.

Bloomfield, J. C. Pattee.	Granby, O. S. Rice.
Brighton, J. C. Houghton.	Guildhall, H. C. Bates.
Brunswick, Daniel M. Smith.	Lunenburg, N. W. Alger.
Maidstone, George E. Carbee.	

FRANKLIN COUNTY.

Berkshire, E. W. Hatch.	Montgomery, S. E. Farnsworth.
Fairfax, L. A. Dunn.	Richford, J. H. Hamilton.
Franklin, A. L. Galusha.	St. Albans, Joseph W. Taylor.
Highgate, C. G. Austin.	Sheldon, S. W. Langdon.

GRAND ISLE COUNTY.

Alburgh, H. L. Sowles.	Isle La Motte, Horace O. Hill.
Grand Isle, A. E. Flint.	North Hero, J. M. Hawricon.

LAMOILLE COUNTY.

Cambridge, Edwin Wheelock.	Morristown, F. C. Hathaway.
Hydepark, J. G. Bailey.	Waterville, N. W. Peck.
Johnson, Homer C. Irish.	Wolcott, Horace Herrick.

ORANGE COUNTY.

Braintree, W. H. Nichols.	Strafford, A. A. Wood.
Brookfield, A. S. Allis.	Thetford, H. H. Gillett.
Chelsea, J. W. Guernsey.	Tunbridge, A. B. Drew.
Newbury, Ira T. Bronson.	Vershire, Geo. M. Dearborn.
Orange, Samuel Kimball.	West Fairlee, Oscar Beckwith.
Randolph, W. Stearns.	Williamstown, C. G. Stevens.

ORLEANS COUNTY.

Barton, O. H. Austin.	Irasburgh, Z. E. Jameson.
Coventry, F. W. Dickinson.	Lowell, H. N. Hovey.
Derby, J. G. Lorimer.	Newport, C. L. Erwin.
Glover, S. K. B. Perkins.	Westfield, O. S. Miller.

TOWN EXAMINATIONS—MEETINGS, 1871.

RUTLAND COUNTY.

Benson, R. D. King.	Pittsford, R. T. Hall.
Brandon, J. S. Cilley.	Poultney, L. D. Ross.
Chittenden, James M. Furman.	Rutland, S. H. Kelley.
Clarendon, H. B. Spafford.	Sherburne, N. J. Taylor.
Fairhaven, Seth Thompson.	Sudbury, J. M. Ketcham.
Ira, L. Kinney.	Tinmouth, P. C. Paul.
Mendon, Harvey W. Stewart.	Wallingford, J. P. Farrar.
Middletown, Charles E. Taylor.	Wells, J. S. Goodspeed.
Pawlet, W. W. Hayden.	West Haven, Edwin M. Bixby.

WASHINGTON COUNTY.

Barre, W. A. Boyce.	Montpelier, William Fitz.
Berlin, J. N. Perrin.	Moretown, D. C. Holt.
Calais, M. S. Hathaway.	Northfield, J. N. Johnson.
Duxbury, A. A. Lewis.	Plainfield, S. C. Shurtleff.
Fayston, Guy H. Porter.	Roxbury, S. G. Stanton.
Marshfield, W. R. Gove.	Waitsfield, Hiram Carleton.
Waterbury, J. Copeland.	

WINDHAM COUNTY.

Athens, J. M. Powers.	Jamaica, C. B. Frenyear.
Brookline, C. P. Stickney.	Newfane, J. H. Merrifield.
Dover, Laban Jones, Jr.	Townshend, E. L. Shattuck.
Dummerston, D. L. Mansfield.	Vernon, M. I. Reed.
Grafton, Samuel Phelps.	Westminster, A. C. Stevens.
Halifax, W. H. Follett.	Wilmington, A. W. Goodnow.
Windham, Calvin Chapman.	

WINDSOR COUNTY.

Andover, H. J. Parker.	Reading, Gilbert A. Davis.
Barnard, A. S. Boyden.	Rochester, R. W. Harlow.
Bridewater, George E. Smith.	Royalton, E. F. Wright.
Cavendish, C. S. Buswell.	Sharon, John B. Baldwin.
Hartford, N. B. Hazen.	Stockbridge, G. E. E. Sparhawk.
Hartland, Daniel Spaulding.	Weathersfield, E. S. Jackman.
Norwich, Samuel B. Phelps.	West Windsor, Walter I. Kendall.
Plymouth, John S. Slack.	Windsor, Malcolm Douglass.
Pomfret, Wm. C. Whipple.	Woodstock, O. W. Sherwin.

Many of the superintendents were obliged to travel long distances, over bad roads, and in some instances to spend from two to three days of time, to attend the

meetings. In view of these facts, the number in attendance was highly creditable to the State.

Order of Business.—The order of business at these meetings was usually as follows :

1. Reading the call, by the Secretary.
2. Enrolling names of superintendents present.
3. Electing a chairman and a secretary of the meeting.
4. Agreeing on the subjects for the written examinations.
5. Agreeing on the number of questions to be adopted on each subject.
6. Fixing the times for the regular spring and fall examinations in the county.
7. Appointing committees to prepare questions for the written examinations.
8. Recess.
9. Reports from committees, and adoption of the same, with or without amendment, after full discussion.
10. Fixing the standard of qualifications to be required of candidates: *i. e.*, agreeing upon the per cent of questions to be answered by candidates, to entitle them to certificates.
11. Appointing a committee to make the local arrangements for the Teachers' Institute.
12. Miscellaneous business.
13. Adjournment.

This outline is sufficient to show that promptness and dispatch were necessary, to enable a meeting, in a single day, to perform the business required by the law. But the superintendents were earnest and diligent; and considering the fact that these were the first meetings of their

TOWN EXAMINATIONS—MEETINGS, 1871.

kind, and hence the work had to be done without the aid of any precedent, the business was performed quite satisfactorily.

A set of regulations to be observed at the examinations, was adopted by each meeting, and these were printed on the same sheet with the examination questions, that every candidate might see them before commencing the written examinations. Questions were also adopted calling upon each candidate for name, age, residence, experience, and other matters of a more general nature, and these were also printed with the other questions, under the heading, General Questions,

These regulations and general questions were as follows :

REGULATIONS TO BE OBSERVED AT THE EXAMINATIONS.

1. This list of questions must not be written upon, mutilated, copied, nor removed from the room.
2. It must be returned to the town superintendent, at the close of the examination.
3. All papers written by any candidate during the examination, must either be destroyed or delivered to the superintendent, before the candidate leaves the room.
4. If a candidate withdraws before completing the examination, the first three of these regulations must be complied with.
5. Spectators will not communicate with persons who are being examined, nor examine either the printed questions, or the written answers, without permission from the superintendent.
6. Candidates for certificates will not leave the room, before completing the written examination, without permission from the superintendent.

TOWN EXAMINATIONS—MEETINGS AND QUESTIONS, 1871.

7. The use of text-books, and all references to any written or printed matter other than this list of questions, are prohibited.

8. Teachers will write each topic on a separate sheet or half-sheet of paper; number their answers to correspond with the questions; and write their names on each sheet. before handing it in.

GENERAL QUESTIONS.

1. On first line, write your full name, age, and residence.

2. On second line, state how long experience you have had in teaching.

3. Where do you expect to teach the coming term?

4. At what wages?

5. When is the term to commence, and how long is it to continue?

6. Have you ever taught in that school?

7. Do you sing? Do you intend to have singing in your school?

8. What works have you read on the subject of education?

9. What educational periodicals do you take and read?

10. Write a complete list of the branches required by law to be taught in the common schools of Vermont.

QUESTIONS ADOPTED FOR THE WRITTEN EXAMINATION OF
COMMON SCHOOL TEACHERS.

Spring Examinations, 1871.

ADDISON COUNTY. SATURDAY, APRIL 29.

Standard of Qualifications.—On the 29th day of April, 60 per cent on the written examinations in Arithmetic, Geography, and Grammar; and 50 per cent in Orthography, and History and Civil Government; 15 per cent above these standards. at any time between April 29 and November 24.

TOWN EXAMINATIONS—QUESTIONS, 1871.

Orthography.

1. What is Orthography ?
2. How many sounds are used in the pronunciation of the English language?
3. Into what general classes are they divided? Define each class.
4. What sounds does the letter *e* represent? Write a word illustrating each of these sounds; and indicate the sound, by the appropriate sign.
5. Name the substitute consonant letters. In the word *quit*, is *u* a consonant, or a vowel? Why?
6. What is a derivative word? Give the rules for annexing suffixes to words ending in consonants.
7. Annex the suffixes *ed* and *able* to the word *prefer*. Also, annex *ed* and *ing* to the word *copy*.
8. How are paragraphs, sections, and chapters numbered in our text-books?
9. What is accent?
10. Write correctly the words interceed, chimnies, accomodate, inflamability, seive, collander, Misisipi, Lamoile, paralel, seperate.

Arithmetic.

1. Define the Arabic method of notation, and write the characters used.
2. Multiply the difference between MMDCCXLIV. and eighteen hundred nine, by $20,007 \div 2,223$.
3. What is the value of a city lot 5 rd. long and 60 ft. wide, at \$.62½ per sq. ft ?
4. Divide $\frac{3}{5}$ by $\frac{4}{7}$, and explain the reason for the process
5. Define percentage ; and give the difference between 100 with 15 per cent added, and 115 with 15 per cent subtracted.
6. The interest on \$.03 for 3 days is \$.01 : what is the rate per cent ?
7. $\frac{\frac{1}{7} + \frac{4}{35}}{\frac{39}{13}} \times \frac{3}{4}$ of $\frac{23}{3} - \frac{4}{16}$ = what number?
8. What is the present worth of \$525.65, due Jan. 15, 1872 ?
9. If 6 men perform a piece of work in 12 days of 10 hours each, in how many days of 8 hours each will 9 men perform the same work? Solve this problem by proportion.
10. What is the cost of a pile of wood 68 ft. long, 5 ft. 8 in. high, and 3 ft. wide, at \$3.87½ per cord ?

TOWN EXAMINATIONS—QUESTIONS, 1871.

Geography.

1. What evidences can you give of the spherical form of the earth?
2. Name the principal motions of the earth. What are the effects of these motions?
3. Name the four largest tributaries of the Mississippi.
4. What are the Tropics? Where are they situated? Why so situated?
5. Are degrees of longitude and latitude of equal length, when measured at different places on the earth's surface? Explain the matter.
6. Give the names of five of the principal States or Governments of Europe, and their capitals.
7. Name three of the principal rivers of Europe, and three of Asia.
8. What counties of Vermont border upon the Province of Quebec? Upon Lake Champlain?
9. Bound Addison County, and name the towns in it.
10. On what rivers are Brattleboro, St. Johnsbury, Montpelier, Rutland, and Woodstock situated?

Grammar.

1. Define a noun; a verb; a participle.
2. Do all adjectives admit of comparison? If not, give examples.
3. In how many tenses is the infinitive mode used? What are they?
4. Conjugate the verb *rule*, through the indicative mode.
5. Compare good, bad, round, square, miserable.
6. Define a sentence.
7. Correct the following sentences:
It is me.
Of what use is Grammar and arithmetic?
8. Analyze the following sentence, and parse the words in *Italics*:
"Death delights to smite *what*, smitten, most proclaims its power."

History and Civil Government.

1. Where was the first permanent settlement within the present limits of the United States?
2. What difference is there in principle between the collection of revenue by the use of stamps, before the Revolution, and the collection of revenue by the use of stamps, since the Rebellion?
3. When did the United States become a free and independent nation? To what nations were the people previously subject?

TOWN EXAMINATIONS—QUESTIONS, 1871.

4. When was King Philip's war? By whom was King Philip killed?
 5. Mention some causes of the late Rebellion.
 6. State the difference, if any, between the duties of a County Judge and a Probate Judge.
 7. In which branch of the Legislature do finance bills originate?
 8. What constitutes the General Assembly of the State of Vermont?
 9. What is a Republican Government?
 10. How are U. S. Senators elected, and for how long a term?
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BENNINGTON COUNTY, SATURDAY, APRIL 29.

Standard of Qualifications.—On Saturday, April 29, and on Thursday, November 2, 60 per cent on the written examinations; at any other times, 75 per cent.

Arithmetic.

1. What is Arithmetic?
2. Divide 72 hundredths by 36 thousandths.
3. How is an integer divided by a fraction? Give an example.
4. Define Interest; Principal; Rate per cent.
5. What is the interest on \$64.25 from Oct. 10, 1869, to the present time, at 7 per cent.

Geography.

1. What waters wash the coast of the British Isles?
2. Name the five great lakes of North America, in their order, beginning at the most westerly.
3. Name three of the principal seas in and about Europe.
4. Are degrees of longitude and latitude equal in length, when measured at different points upon the earth's surface? Explain the matter.
5. Name some of the rivers of Europe; of Africa; of Asia; of the United States.

Grammar.

1. Define Orthography.
2. What is a Preposition?
3. Give a synopsis of the verb *see*, in the third person, singular number.
4. Give the rule of Syntax for the possessive case.
5. Write a sentence containing a Participle.

TOWN EXAMINATIONS—QUESTIONS, 1871.

History.

1. At what time was Vermont admitted into the Union?
2. When and where was the battle of Bennington fought?
3. Who were the Hessians, and by whom were they employed?
4. Name the thirteen original States.

Civil Government.

1. When, where, and by whom are our town officers chosen and elected?
2. Name some of the principal duties of town officers.
3. How many members constitute the State Senate of Vermont?

CALEDONIA COUNTY, SATURDAY, APRIL 29.

Standard of Qualifications.—On the 29th day of April, 65 per cent on the written examinations in Arithmetic, Geography, Grammar; and 50 per cent in History; and 15 per cent above these standards, at any time between April 29 and November 18.

Arithmetic.

1. What is Arithmetic?
2. Divide 72 hundredths by 36 thousandths.
3. How is an integer divided by a fraction? Give an example.
4. Define Interest; Principal; Rate per cent.
5. What is the interest on \$64.25 from Oct. 10, 1869, to the present time, at 7 per cent?

Geography.

1. Name the five great lakes in North America. in their order, beginning with the most westerly.
2. Bound this Town; this County; this State.
3. Are degrees of longitude and latitude of equal length, when measured from different points on the earth's surface? Explain the matter.
4. What States are drained by the Mississippi and its tributaries?
5. Name three of the principal rivers in Europe; in Asia; in Africa; in North America; in South America.

Grammar.

1. Define Orthography.
2. Define all the different kinds of nouns.
3. Compare good, bad, happy, far, long, round, miserable.

TOWN EXAMINATIONS—QUESTIONS, 1871.

4. Write a sentence containing an irregular, transitive verb.
5. Give the principal parts of the verbs lie, lay, sit, set, go, know.

History.

1. When was the Federal Constitution adopted?
2. Which was the first State admitted into the Union after the adoption of the Federal Constitution?
3. Name the battles fought in Vermont during the Revolutionary War.
4. What do you regard as the most important event in the history of this country? Why do you so regard it?
5. What causes led to the separation of the American colonies from the Mother Country?

CHITTENDEN COUNTY, WEDNESDAY, APRIL 26.

Standard of Qualifications.—On the written examinations, 70 per cent in Orthography, Arithmetic, Geography, and Grammar; and 50 per cent in History and Civil Government.

Orthography.

1. What is a letter? Into what two general classes are the letters of the English Alphabet divided?
2. Define a syllable; a word.
3. What is spelling?
4. Write correctly the following words, separate them into syllables, and mark the proper accents: inflammability, accomodation, tranquillity, moneys, chimnies, cities, singeing, ensueing.
5. What is accent? What is its use?
6. Write the derivatives of change, blame, and trace, formed by the suffixes *ing* and *able*, and give the rule or rules.

Arithmetic.

1. Define Arithmetic; a Concrete number; an Abstract number; a Prime number.
2. Multiply the difference between MMDCCXLIV. and eighteen hundred nine, by $20,007 \div 2,223$.
3. What is the value of a city lot 5rd. long and 60 ft. wide, at $\$3.62\frac{1}{2}$ per sq. ft.?
4. What is the difference between 100 with 15 per cent added, and 115 with 15 per cent. subtracted?

TOWN EXAMINATIONS—QUESTIONS, 1871.

5. What is the difference between 4 times 9 and the square of 9?
6. $\frac{1}{7} + \frac{4}{35} \times \frac{3}{4}$ of $\frac{29}{3} - \frac{4}{10} =$ what number?
7. If 6 men perform a piece of work in 12 days of 10 hours each, in how many days of 8 hours each will 9 men perform the same work? Solve this problem by proportion.
8. What is the present worth of \$525.65 due Jan. 15, 1872?

Geography.

1. Are degrees of longitude and latitude equal in length, when measured at different points on the earth's surface? Explain the matter.
2. What waters wash the coast of the British Isles?
3. Name the principal ranges or systems of mountains in the United States.
4. What states are drained wholly or in part by the Mississippi and its tributaries?
5. Define a limited monarchy; and mention three prominent governments of that kind.
6. On what rivers are Brattleboro, St. Johnsbury, Montpelier, Rutland, and Woodstock situated?
7. How many degrees of latitude between the Arctic Circle and the Tropic of Capricorn?
8. What is the latitude of Burlington?

Grammar.

1. Define Etymology; Syntax.
2. Compare good, bad, free, most.
3. Write the possessive case, singular and plural, of *it*, *man*, *conscience*, *Jones*, *we*.
4. Give the principal parts of the verbs *sink*, *sit*, *set*, *fall*, *fell*, *work*.
5. Write a sentence containing an adverb, a preposition, and a conjunction.
6. Analyze the following couplet, and parse the words in Italics:
*"Under the blue New England skies,
 Flooded with sunshine, a valley lies."*

History.

1. Which was the first State admitted into the Union, after the adoption of the Federal Constitution?
2. What battle or battles were fought in Vermont during the Revolution?

TOWN EXAMINATIONS—QUESTIONS, 1871.

3. Name three men prominent in the early history of Vermont.
4. Name the Presidents of the United States, in order.
5. Who were the Hessians, and by whom were they employed?
6. What difference is there in principle, between the collection of revenue by the use of stamps before the Revolution, and the collection of revenue by the use of stamps since the Rebellion?
7. Name some of the principal battles of the Mexican War.
8. In what States were important battles fought during the late Rebellion?

Civil Government.

1. What do you understand by Civil Government?
2. When, where, and by whom are our town officers elected?
3. Name the officers of a county, and give their respective duties.
4. What constitutes the General Assembly of Vermont, and how are the members chosen?
5. How are the Judges of the Supreme Court of Vermont chosen? How, the Judges of the United States Supreme Court?
6. What constitutes treason? What provision is made in the Constitution for its punishment?

ESSEX COUNTY, SATURDAY, APRIL 29.

Standard of Qualifications.—On the 29th day of April, 60 per cent on the written examinations in Arithmetic, Geography, and Grammar; and 50 per cent in History; 15 per cent above these standards, at any time between April 29 and November 18.

Arithmetic.

1. What is a unit?
2. What is the unit of a fraction?
3. What is the difference between simple and compound numbers?
4. What is the difference between \$1.00—25 per cent, and \$.75 +25 per cent?
5. What is the difference between percentage and interest?
6. Define Annual Interest; Compound Interest.
7. What is the value of a piece of land 5 rods square, at \$.37½ per square foot?
8. What are the contents of a piece of ground 40 rods long, 5 rods wide at one end, and ½ foot at the other?
9. What is the length of a line reaching from the top of a pole 40 feet high, to a point 20 feet from the foot of the pole?
10. What is the cube root of 35,937?

TOWN EXAMINATIONS—QUESTIONS, 1871.

Geography.

1. What Counties of Vermont border upon the Province of Quebec and Lake Champlain?
2. Name the five great lakes of North America.
3. Name the principal ranges or systems of mountains in the United States.
4. What States are drained wholly or in part by the Mississippi river and its tributaries?
5. What waters wash the coast of the British Isles?
6. Name three of the rivers of Europe; of Africa; of Asia.
7. Are degrees of longitude and latitude of equal length on all parts of the earth's surface? Explain the matter.
8. What are zones? Give their names.
9. Define a limited monarchy, and name one or more.
10. How does an absolute monarchy differ from a limited monarchy?

Grammar.

1. Give an example of each of the different kinds of nouns.
2. Compare good, bad, far, long, round, miserable.
3. Conjugate the verb *see* in the indicative mode, through all the tenses.
4. Write a sentence containing two verbs, one in the perfect and one in the second future tense.
5. In what tenses is the potential mode used?
6. What verbs are followed by the infinitive mode, without the sign *to*?
7. Define a sentence.
8. Analyze the following sentence: "Vermont achieved her existence through the military prowess of her people."
9. Write a sentence containing two or more classes of pronouns.
10. Write a sentence containing a collective noun followed by a verb in the plural number.

History.

1. Which was the first State admitted into the Union, after the adoption of the Federal Constitution?
2. Who were the Pilgrims?
3. What led them to this country?
4. When and where did they land?
5. In what year was the Federal Constitution adopted?

TOWN EXAMINATIONS—QUESTIONS, 1871.

6. Name five important battles fought during the late Rebellion.
7. Who was the first Governor of Vermont?
8. When and where was the first permanent English settlement made in America?

FRANKLIN COUNTY, SATURDAY, APRIL 29.

Standard of Qualifications.—On the 29th day of April, an average of 60 per cent on the written examinations in Arithmetic, Geography, and Grammar ; and 50 per cent in Orthography and History ; 15 per cent above these standards, at any time between April 29 and November 21.

Orthography.

1. What is a letter?
2. Into what two general classes are the letters of the English Alphabet divided?
3. Define a word.
4. Define a syllable.
5. What is spelling?
6. What is accent?
7. What is its use?
8. What is the difference between accent and emphasis?
9. What is a prefix?
10. What is a suffix?

Arithmetic.

1. What is Arithmetic?
2. What is Numeration?
3. How do you perform long division?
4. How many square yards in the walls of a room which is $18\frac{1}{2}$ ft. long, $16\frac{1}{2}$ ft. wide, and 9 ft. high ?
5. What is the present worth of \$964.75, due December 10, 1873, at six per cent?
6. What is the difference between 9 times 9 and the square of 9?
7. What is the difference between common and decimal fractions?
8. What is the amount of \$92.75 for 1 yr. 2 mo. 10 da., at 9 per cent?
9. What is the difference between $\frac{1}{3}$ of a cubic foot and a cubic half-foot?
10. How many solid feet in a pile of wood $9\frac{1}{2}$ ft. long, $6\frac{1}{2}$ ft. high, and 3 ft. wide?

Geography.

1. What is the capital of Maryland?
2. What is the capital of Wisconsin?
3. What are the principal rivers of Vermont?
4. Where do they rise, and where empty?
5. How many towns in Franklin County?
6. If you were to travel from Franklin County due west to the Pacific Ocean, what States and countries would you pass through?
7. State the difference between a monarchy and a republic.
8. What are the principal rivers of Pennsylvania?
9. Where does the Potomac river empty?
10. How many counties in Vermont?

Grammar.

1. What are the principal divisions of English Grammar?
2. What part of speech is the word *question*? Give an example.
3. What is an irregular verb?
4. In what mode is the verb *is*, in question 3d?
5. What is the potential mode?
6. Give the principal parts of the verbs *go*, *heed*, *sit*.
7. What is the difference between the parsing and the analysis of a sentence?
8. What is the subject, in the above question? What is the predicate?
9. How is the predicate modified, in the same sentence?
10. Correct the following sentence: Who are you going to vote for?

History.

1. Mention four early discoveries in America, and by whom made.
2. Who settled Virginia? Where, and when?
3. When and by whom was New York settled?
4. When and how did it come under the control of the English?
5. By whom was Vermont settled?
6. When and where was the first settlement made in Vermont?
7. Who were the Pilgrims?
8. What portion of country did they settle?
9. By what people was Franklin County first settled?
10. Who were the first three Governors of Vermont?

TOWN EXAMINATIONS—QUESTIONS, 1871.

GRAND ISLE COUNTY, SATURDAY, MAY 6.

Standard of Qualifications.—On the 6th day of May, 60 per cent on the written examinations in Orthography, Arithmetic, Geography, and Grammar; and 50 per cent in History and Civil Government; 15 per cent above these standards, at any time between May 6 and November 25.

Orthography.

1. What is a letter?
2. Into what two general classes are the letters of the English Alphabet divided?
3. Define a word.
4. Define a syllable.
5. What is spelling?
6. What is accent?
7. What is its use?
8. What is the difference between accent and emphasis?
9. What is a prefix?
10. What is a suffix?

Arithmetic.

1. What is Arithmetic?
2. What is numeration?
3. How do you perform long division?
4. How many square yards in the walls of a room which is $18\frac{1}{2}$ ft. long, $16\frac{1}{2}$ ft. wide, and 9 ft. high?
5. What is the present worth of \$964.75, due Dec. 10, 1873, at six per cent?
6. What is the difference between 9 times 9 and the square of 9?
7. What is the difference between common and decimal fractions?
8. What is the amount of \$92.75 for 1 yr. 2 mo. 10 da., at 9 per cent?
9. What is the difference between $\frac{1}{2}$ of a cubic foot and a cubic half-foot?
10. How many solid feet in a pile of wood $9\frac{1}{2}$ ft. long, $6\frac{1}{2}$ ft. high, and 3 ft. wide?

Geography.

1. What is Geography?
2. How is the spherical shape of the earth proved?
3. How many zones are there, and what is the climate of each?
4. What is the distance of the tropics from the equator?

TOWN EXAMINATIONS—QUESTIONS, 1871.

5. What States are drained by the Mississippi and its tributaries?
6. Name and locate the counties in Vermont.
7. On what rivers are Brattleboro, Vergennes, Rutland, and Montpelier situated?
8. Name the three highest mountain peaks in Vermont.
9. Name the five largest rivers in Vermont.
10. Where does each of these rivers rise, and into what does it empty?

Grammar.

1. What are the principal divisions of English Grammar?
2. What part of speech is the word *question*? Give an example.
3. What is an irregular verb?
4. In what mode is the verb *is*, in question 3d?
5. What is the potential mode?
6. Give the principal parts of the verbs *go*, *heed*, *sit*.
7. What is the difference between the parsing and the analysis of a sentence?
8. What is the subject, in the above question? What is the predicate?
9. How is the predicate modified, in the same sentence?
10. Correct the following sentence:
Who are you going to vote for?

History.

1. Mention four early discoveries in America, and by whom made.
2. Who settled Virginia? Where, and when?
3. When and by whom was New York settled?
4. When and how did it come under the control of the English?
5. By whom was Vermont settled?
6. When and where was the first settlement made in Vermont?
7. Who were the Pilgrims?
8. What portion of country did they settle?
9. By what people was Grand Isle County first settled?
10. Who were the first three Governors of Vermont?

Civil Government.

1. What do you understand by Civil Government?
2. When, where, and by whom are our town officers elected?
3. Name the officers of a county, and give their respective duties.
4. What constitutes the General Assembly of Vermont, and how are the members chosen?

TOWN EXAMINATIONS—QUESTIONS, 1871.

5. How are the judges of the Supreme Court of Vermont chosen? How, the judges of the United States Supreme Court?

6. What constitutes treason? What provision is made in the Constitution for its punishment?

LAMOILLE COUNTY, SATURDAY, MAY 13.

Standard of Qualifications.—On the 13th day of May, 60 per cent on the written examinations in Arithmetic, Geography, and Grammar; and 50 per cent in History and Civil Government; 10 per cent above these standards, at any time between May 13 and November 18.

Arithmetic.

1. What is Arithmetic?
2. Divide 72 hundredths by 36 thousandths.
3. How is an integer divided by a fraction? Give an example.
4. Define Interest; Principal; Rate per cent.
5. What is the interest on \$64.25 from Oct. 10, 1869, to the present time, at 7 per cent?
6. Extract the square root of 776.161.

Geography.

1. Are degrees of longitude and latitude equal in length, when measured at different places on the earth's surface? Explain the matter.
2. What waters wash the coast of the British Isles?
3. Name the principal ranges or systems of mountains in the United States.
4. What States are drained, wholly or in part, by the Mississippi and its tributaries?
5. Define a limited monarchy, and mention three prominent governments of that kind.
6. On what rivers are Brattleboro, St. Johnsbury, Montpelier, Rutland, and Woodstock situated?

Grammar.

1. Define Orthography.
Compare good, bad, happy, far, long, round, miserable.
2. Conjugate the verb *go* in the indicative mode.
3. Define each mode.
4. What is a participle?
5. Give the several classes of conjunctions, with examples of each.

TOWN EXAMINATIONS—QUESTIONS, 1871.

History.

1. At what time was Vermont admitted into the Union?
2. When and where was the battle of Bennington fought?
3. Who were the Hessians?
4. By whom were they employed?
5. Name the thirteen original States.

Civil Government.

1. When, where, and by whom are our town officers elected?
2. Name the officers of a county, and give some of their duties.
3. What constitutes the General Assembly of Vermont?
4. How are the judges of the Supreme Court of Vermont chosen?
How are the judges of the Supreme Court of the United States chosen?
5. What is a Republican Government?

ORANGE COUNTY, SATURDAY, APRIL 29.

Standard of Qualifications.—On the 29th day of April, 60 per cent on the written examinations in Arithmetic, Geography, and Grammar; and 50 per cent in Orthography and History; 15 per cent above these standards, at any time between April 29 and the Saturday preceding Thanksgiving Day.

Orthography.

1. Of what does Orthography treat?
2. Write the following words correctly: elementary, interesting, physitian, seizure, seive, intercede, mischeivous, parelel, catichism, chittenden, analyze, every, buoyancy, interrogative, possessive.
3. Write and accentuate the following words: especially, asylum, address, demonstrate, harressed, interesting, legislative, legislatur
4. What is a letter?
5. What letters are always vowels?

Arithmetic.

1. What is Arithmetic?
2. Divide 72 hundredths by 36 thousandths.
3. How is an integer divided by a fraction? Give an example.
4. Define Interest; Principal; Rate per cent.
5. What is the interest on \$64.25 from Oct. 10, 1860, to the present time, at 7 per cent?

TOWN EXAMINATIONS—QUESTIONS, 1871.

6. Extract the square root of 776.161.

7. If 6 men perform a piece of work in 12 days of 10 hours each, in how many days of 8 hours each will 9 men perform the same work? Solve this problem by analysis.

8. What is the present worth of \$525.65, due Jan. 15, 1872?

Grammar.

1. Define a verb; mode; tense.

2. What is the difference between the office of a participle and that of an adjective?

3. Write the possessive case of two or more nouns ending in *s*. Of two or more nouns ending in *y*.

4. Give the rule for the proper use of the words *a* and *an*.

5. Write the principal parts of the verbs *be* and *lie* (to recline).

6. Compare *many* and *beautiful*.

7. Define the subject of a sentence. The predicate.

8. Analyze the following, and parse the words in *Italics*:

“The boy *stood* on the burning *deck*.
Whence *all but him* had fled.”

Geography.

1. What is Geography?

2. How is the spherical shape of the Earth proved?

3. How many zones are there, and what is the climate of each?

4. What is the distance of the tropics from the Equator?

5. What States are drained by the Mississippi and its tributaries?

6. Name and locate the counties in Vermont.

7. On what rivers are Brattleboro, Vergennes, Rutland, and Montpelier situated?

8. Name the three highest mountain peaks in Vermont.

History.

1. When and where was the first permanent settlement made in the United States?

2. Give the names of the thirteen colonies.

3. Which was the first State admitted into the Union, after the adoption of the Federal Constitution?

4. What battles were fought in Vermont during the Revolution?

5. Name three prominent men in the early history of Vermont.

6. Name the Presidents of the United States in order.

7. Who were the Hessians, and by whom were they employed?

8. Name five States in which important battles were fought during the late Rebellion.

TOWN EXAMINATIONS—QUESTIONS, 1871.

ORLEANS COUNTY, SATURDAY, APRIL 29.

Standard of Qualifications.—On the 29th day of April, 60 per cent on the written examinations in Arithmetic, Geography, and Grammar; and 50 per cent in History; 15 per cent above these standards, at any time between April 29 and November 14.

Arithmetic.

1. What is Arabic notation?
2. Define a composite number. Divide 373 by three component parts of 24, and find the true remainder.
3. Divide 72 hundredths by 36 thousandths.
4. Divide $31\frac{1}{2}$ by $6\frac{1}{2}$.
5. What is Reduction of Compound Numbers? Give an example.
6. What is the cost of a pile of wood 68 ft. long, 5 ft. 8 in. high, and 3 ft. 9 in. wide, at $\$3.87\frac{1}{2}$ per cord?
7. What is the difference between the annual interest and the simple interest on \$2,000, for 4 yr. 7 mo and 20 da., at 6 per cent?
8. What is the air-line distance from the top of a pole 40 ft. high, to a point on the ground 20 ft. from the base of the pole?
9. Find the cube root of 2,744.
10. What are the principal or fundamental rules in Arithmetic?

Grammar.

1. Define all the different kinds of nouns, and give an example of each.
2. Compare good, bad, far, long, round, miserable.
3. What verbs are followed by two objectives?
4. Define the perfect tense; the second future tense. Write a sentence containing a verb in each of these tenses.
5. In what tenses is the potential mode used?
6. What verbs are followed by the infinitive mode, without the sign *to*?
7. Define a sentence.
8. Analyze the following sentence: "Vermont achieved her existence through the military prowess of her people."
9. Write a sentence containing two or more classes of pronouns.
10. Write a sentence containing a collective noun followed by a verb in the plural number.

Geography.

1. What evidences can you give of the spherical form of the Earth?

TOWN EXAMINATIONS—QUESTIONS, 1871.

2. Name the principal motions of the Earth. What are the effects of these motions?
3. How many degrees in breadth is the torrid zone?
4. What ten seas are in and around Europe?
5. Name the four largest tributaries of Mississippi River.
6. Name three principal railroads in Vermont.
7. What is the highest mountain peak in New England?
8. Name the capitals of the States bordering on the Atlantic.
9. What is the leading branch of agriculture in this State?
10. Draw an outline map of Vermont, locating the mountains and principal rivers.

History.

1. In what year, and where, was the first permanent English settlement made in North America?
2. In what year was Vermont admitted into the Union?
3. Name the thirteen original States in our Union.
4. Mention any causes which led to the establishment of the United States under an independent government.
5. Mention the four prominent wars in which the United States have been engaged, and the year in which each commenced.

RUTLAND COUNTY, SATURDAY, APRIL 29.

Standard of Qualifications.—April 29, 65 per cent in Arithmetic, Geography, and Grammar, and 50 per cent in History and Civil Government; at any other time, 10 per cent higher for each of the subjects above named.

Arithmetic.

1. Define Arithmetic; a simple number; an abstract number; a concrete number.
2. Find the value of £10 8s. 6d. Sterling in the currency of the United States.
3. What is the distinction between Common and Decimal Fractions? What is the quotient of 100.05 divided by twenty-five ten-thousandths?

4. From $\frac{4\frac{2}{3}}{23\frac{2}{6}} \times \frac{5\frac{1}{2}}{8\frac{1}{4}}$ take $\frac{1}{12}$.

TOWN EXAMINATIONS—QUESTIONS, 1871.

5. I bought a piece of cloth for \$120, and six months afterward I sold it, on six months credit, for 8 per cent advance. Paying 7 per cent interest on the money invested, what was my gain?

6. What is the interest of \$527.38 for seven months and seven days, at $8\frac{1}{2}$ per cent? What would be the bank discount on a note given for the same sum, for the same time, and at the same rate?

Geography.

1. Are degrees of longitude and latitude equal in length, when measured from different points on the earth's surface? Explain the matter.

2. What waters wash the coast of the British Isles?

3. Name the principal ranges or systems of mountains in the United States.

4. What States are drained, wholly or in part, by the Mississippi and its tributaries?

5. Define a limited monarchy, and mention three prominent governments of that kind.

6. On what rivers are Brattleboro, St. Johnsbury, Montpelier, Rutland, and Woodstock situated?

Grammar.

1. Define Orthography.

2. Compare good, bad, happy, far, long, round, miserable.

3. Conjugate the verb *go* in the Indicative mode.

4. Define each mode.

5. What is a participle?

6. Give the several classes of conjunctions, with examples of each.

History.

1. Which was the first State admitted into the Union after the adoption of the Federal Constitution? When was it admitted?

2. Name the battle or battles fought in Vermont during the Revolutionary war.

3. Who were the Pilgrims? What led them to this country? When and where did they land?

4. When was the Federal Constitution adopted?

5. What do you regard as the most important event in the history of this country? Why do you so regard it?

6. Name five important battles fought during the great Rebellion.

Civil Government.

1. When, where, and by whom are our town officers elected?

2. Name the officers of a county, and give some of their duties?

TOWN EXAMINATIONS—QUESTIONS, 1871.

3. What constitutes the General Assembly of Vermont?
4. How are the judges of the Supreme Court of Vermont chosen?
How are the judges of the Supreme Court of the United States chosen?
5. What constitutes treason, and how is it punished?
6. What is a Republican Government?

WASHINGTON COUNTY, THURSDAY, APRIL 27.

Standard of Qualifications.—60 per cent in Arithmetic, Geography, and Grammar; and 50 per cent in Orthography and History; 15 per cent above these standards, at any time between April 27 and November 22.

Orthography.

1. What is a letter?
2. How many letters in the English Alphabet?
3. How many vowels are there?
4. What is spelling?
5. How is accent denoted?
6. When has *g* the sound of *j*?
7. What is a diphthong?
8. Define a trisyllable.
9. Write the following words, divide them into syllables, and mark the accent: Commercial, Ungrammatical, International.
10. Write and spell correctly the following words: Fallicy, Caricature, Gramatical, Beleif, Hysterical, Calammitous, Dellicacy, Ensueing, Traveler, Noticeable, Etiquet, Transferred, Chancellor, Benefisially, Seperation, Cecession, Attributable, Magnificent, Apparatus, Willfullness.

Arithmetic.

1. What is the difference between an abstract and a denominate number?
2. Write in figures, eleven trillion, ten billion, nine hundred one thousand and two.
3. What kind of numbers can be added or subtracted?
4. What is the value of a pile of four-foot wood, 7 ft. 5 in. long and 3 ft. 7 in. high, at \$5.00 per cord?
5. Add $\frac{1}{3} + \frac{2}{3}$ of $\frac{3}{9}$ to $\frac{7}{8} \div 91$.

6. What advantages have decimals over common fractions?
7. Reduce .036 to a common fraction.
8. What is the simple interest of \$356.00 for 2 yr., 7 mo. 23 da., at $7\frac{3}{10}$ per cent?
9. John can do a piece of work in 7 days, and his father in 5 days. In what time can they perform it, working together?
10. Extract the square root of 73.

Geography.

1. Name the principal rivers of Vermont, and state their general course.
2. Describe the Green Mountain range, and name the three highest peaks.
3. Name the principal rivers of North America emptying into the Pacific Ocean.
4. Through what waters must a vessel pass, to sail from the head of Lake Superior to Liverpool?
5. Are the Sandwich Islands in North or South latitude?
6. What waters wash the coast of the British Isles?
7. Name three of the principal seas in and around Europe.
8. How many zones are there? Locate each.
9. Define latitude; longitude.
10. What do you understand by Physical Geography?

Grammar.

1. What is a sentence?
2. What is the logical subject of a sentence?
3. Write a complex sentence.
4. Write the plural of Valley; Study; Money.
5. What is case?
6. To what is who applied? Which? That?
7. Define a participle.
8. Give the principal parts of the verbs sit and lay.
9. Write a sentence containing a verb in the subjunctive mode, imperfect tense.
10. Parse the words in Italics in the following sentence: “ *Where is the man that I saw?* ”

History.

1. When and where was the first permanent settlement made in the United States?
2. When and where was the first permanent settlement made in Vermont?

TOWN EXAMINATIONS—QUESTIONS, 1871.

3. When did the Colonies declare their independence?
4. Which was the first state admitted into the Union, after the adoption of the Federal Constitution?
5. When and where was the first blood shed in the Revolutionary war?
6. Name three of the most important events in the most recent war in Europe.
7. Who was the first Governor of Vermont?
8. Who was the first white man that visited Vermont?
9. When was the battle of Bennington fought?
10. When was Montpelier made the Capital of Vermont?

WINDSOR COUNTY, SATURDAY, APRIL 29.

Standard of Qualifications.—On Saturday, April 29, 60 per cent; any other times 80 per cent.

Orthography.

1. What is a letter?
2. Into what two general classes are the letters of the English Alphabet divided?
3. Define a word.
4. Define a syllable.
5. What is spelling?
6. Write correctly the following words: inflammability, accomodate, tranquility, moneys, chimnies, cities, singeing, ensueing.
7. Mark the proper accent to the foregoing words.
8. What is accent?
9. What is its use?
10. Write the derivatives of blame, formed by the suffixes *ing* and *able*, and give the rules.

Arithmetic.

1. Express by figures one sextillion twenty-five.
2. What is Reduction of Compound Numbers? Of how many kinds? How is each performed?
3. What is the cost of a pile of wood 68 ft. long, 5 ft. 8 in. high and 3 ft. 9 in. wide, at \$3 87½ per cord?
4. What is the difference between the annual and compound interest on \$2,000 for 4 yr. 6 mo., at 6 per cent?

TOWN EXAMINATIONS—QUESTIONS, 1871.

5. Reduce $\frac{1}{2}$ and $\frac{3}{4}$ to decimals, and divide the greater by the less.
6. Define Proportion, and give an example.
7. Give the reason for inverting the terms of the divisor, in division of fractions.
8. Explain the difference between long, square, and cubic measure.
9. Given the base and perpendicular, to find the hypotenuse.
10. Give the method of computing taxes.

Geography.

1. How many States and Territories are there in the United States?
2. Name three rivers, and three cities in Europe; in Africa; in Asia; in North America.
3. State the difference between a Monarchy and a Republic.
4. Bound Vermont.
5. Name the principal rivers, and mountain peaks in Vermont.
6. What lakes are on the northern borders of the United States?
7. What causes day and night?
8. What bodies of water are connected by Behring Straits?
9. Define a continent; an island; a mountain.
10. What waters wash the coasts of the British Isles?

Grammar.

1. What is English Grammar?
2. Define a noun, and state its cases.
3. What is a pronoun? How many kinds are there? Define each.
4. Are adverbs ever used as adjectives? If so, when?
5. Are adverbs ever followed by the objective case?
6. Define a verb, and its different modes.
7. Write a sentence containing a transitive verb and an intransitive verb.
8. What verbs are followed by two objectives?
9. Compare the adjectives good, simple, much, bad. Give the principal parts of the verbs go, lie, am, sit, love, hate.
10. Parse the words in Italics in the following sentence:
Let him *go*, for his heart is *fixed* upon his country's *good*.

TOWN EXAMINATIONS—QUESTIONS, 1871.

WINDHAM COUNTY, SATURDAY, APRIL, 29.

Standard of Qualifications.—On the 29th day of April, an average of 60 per cent in Arithmetic, Geography, Grammar, and History.

Arithmetic.

1. Define Arithmetic.
2. Multiply the difference between MDCCXLIV. and eighteen thousand one, by $18,004 \div 3,223$.
3. Illustrate fractions by the following example :

$$\left[6\frac{1}{2} \times \frac{6\frac{2}{3}}{7} \right] - \left[\frac{7\frac{1}{2}}{9} \div \frac{1}{7} \right] = \text{what number ?}$$
4. Divide .99 by .0033.
5. What sum of money put at interest at 5 per cent, for 4 yr. 8 mo., will amount to \$157.25?
6. When gold sells at \$1.12½, what is a 5-dollar Greenback worth in gold?
7. If 6 men perform a piece of work in 12 days of 10 hours each, in how many days of 8 hours each will 9 men perform the same labor? Solve by proportion.
8. Extract the square root of 730.6209, and the cube root of 19748.682927.
9. What are the solid contents of a log 12 feet in length and 2 feet in diameter?
10. In an Arithmetical series, given, the first term, last term, and number of terms, to find the sum of the series.

Geography.

1. Is a degree of longitude of the same length as a degree of latitude, on all parts of the earth?
2. How many degrees of latitude between the Arctic Circle and the Tropic of Capricorn?
3. Why are the Tropics placed at 23½ degrees distance from the Equator?
4. On what river is Montpelier, and where does that river empty?
5. What large river drains the northern part of N. A.?
6. What circumstances in the physical features of a country affect agriculture; and what, manufactures?

TOWN EXAMINATIONS—QUESTIONS, 1871.

7. Through what waters, and near what countries would you pass, in sailing from New York to Constantinople?
8. Name the States lying on the Atlantic Ocean.
9. Name the rivers in Vt. which empty into the Conn. river, commencing at the South.
10. Define the source of a river. Mouth. Delta.

Grammar.

1. What is English Grammar?
2. Define Etymology.
3. Write and compare an adjective of one syllable.
4. Write and compare an adjective of more than one syllable.
5. Write the possessive case, singular and plural, of *it*.
6. Name the principal parts of a verb.
7. Write a sentence containing an adverb, a preposition, and a conjunction.
8. Conjugate the verb *to be*, in the indicative mode, present tense.
9. Analyze the following sentence: *Wisdom is the principal thing.*
10. Parse *wisdom, is, thing*, in the preceding sentence.

History.

1. When and where was the first settlement made in Windham county?
2. By what name was the territory which now constitutes the State of Vermont, first generally known?
3. When was Vermont admitted into the Union?
4. What causes led to the Revolutionary War?
5. When and where was the first engagement of the Revolution?
6. Who was President of the United States, during the second war with England?
7. Name three of the principal battles of the Mexican War.
8. Name five States in which important battles were fought during the late Rebellion.
9. When was the Emancipation Proclamation signed?
10. How are the Senators, and Representatives to Congress elected?

TOWN EXAMINATIONS—QUESTIONS, 1871.

Fall Examinations, 1871.

The Standard of Qualifications adopted for the fall examinations was, in all cases, the same as for the spring examinations.

ADDISON COUNTY, FRIDAY, NOVEMBER 24.

Orthography.

1. What do letters represent? How many vowel sounds are there? How many consonant sounds?
2. How many sounds does the letter *a* represent? Give a word illustrating each sound, and mark the letter so as to indicate the sound.
3. What is the use of the final *e* in spelling?
4. Name the substitute consonant letters. Why is *revoke* spelled with a *k*; and vocal, with a *c*?
5. What is a suffix? Give the rules for annexing suffixes to words ending in *y*.
6. Annex *ed*, *ing*, and *s*, to the words *hate*, *quit*, *afflict*, and *demur*.
7. What are the uses of the hyphen?
8. Give the rules for the use of capital letters.
9. Correct, divide into syllables, and mark the accent of the following words:—

seizure,	Superceeded,	phisician,
difference,	Cincinati,	Winnooski,
Stationary, (as paper, ink, pens;)		versiffication,
vallies,		analeis.
10. Give the rules for forming the third person, singular, of the present, indicative, of verbs in the active voice.

Arithmetic.

1. What is Arithmetic? How many kinds of notation are in use?
2. Solve and explain a problem in long division.
3. What is the quotient of $\frac{\frac{2}{3} \text{ of } \frac{1}{2} \text{ of } \frac{3}{4} \text{ of } \frac{7}{8} + \frac{5 \text{ of } \frac{9}{10}}{8}$?
4. Solve and explain an example illustrating the process, in subtraction, commonly called *borrowing ten*.

TOWN EXAMINATIONS—QUESTIONS, 1871.

5. What is the present worth of \$964.75 due Dec. 10, 1873, money being worth 6 per cent?
6. What is the amount of \$2,000 for 4 yr. 5 mo., at annual interest?
7. What are the contents of a piece of ground 40 rd. long, 5 rd. wide at one end, and $\frac{1}{2}$ ft. wide at the other?
8. What is the length of a line reaching from the top of a pole 40 feet high, to a point on a plane 20 feet from the foot of the pole?
9. What is the cube root of 35,937?
10. State and explain the process of changing a common fraction to a decimal.

Geography.

1. Name the seas around Asia, beginning at the North East.
2. Describe the river Nile; the Danube; the Orinoco; the Columbia.
3. Bound the states of Ohio and Texas, and give their capitals.
4. Name the principal rivers of North America emptying into the Pacific.
5. What are the most valuable products of the torrid zone: of the temperate zone?
6. When are the days and nights of equal length in all parts of the earth; and why?
7. Name the principal rivers and mountain peaks in Vermont.
8. What counties in Vermont are drained by Connecticut river?
9. Name the shire towns of the counties of Vermont.
10. By what channels do the waters of Vermont find their way to the ocean?

Grammar.

1. What is Analysis?
2. Give a synopsis of the verb *walk*, in the second person singular number.
3. What properties have nouns?
4. Write a simple sentence containing a noun, an adjective, and an adverb.
5. Decline the pronoun *he*.
6. How are adverbs compared? Give examples.
7. Give the rules for the government of the objective case.
8. Correct, if necessary, the following:
If he goes home, I shall go.

TOWN EXAMINATIONS—QUESTIONS, 1871.

John is the oldest of the two.

Frank or Amy sold their peaches for one dollar.

9. Analyze the following, and parse the words in *Italics*:

But yonder comes the powerful king of day,

Rejoicing, in the East.

10. Do conjunctions connects words in different construction?

History and Civil Government.

1. Where was the first President of the United States inaugurated? Who administered the oath?

2. State the origin of the so-called New Hampshire Grants.

3. When was the Federal Constitution adopted?

4. When and where was the first battle in the Revolutionary war fought? Who was the commander on the American side?

5. What do you regard as the most important event in the history of this country? Why do you so regard it?

6. Name the elective officers of the Vermont State Government.

7. Name the officers of a county. State some of their duties.

8. How many members constitute the State Senate of Vermont?

9. How are the Judges of the Supreme Court of Vermont chosen? How many are there?

10. What was the primary cause of the rise of the Nullification Party?

BENNINGTON COUNTY, THURSDAY, NOVEMBER 2.

Arithmetic.

1. What are the names of the terms in Multiplication?

2. What is the value of a pile of wood 8.5 ft. long, 10 ft. 6 in. high, and 6½ ft. wide, at \$6.75 per cord?

3. When gold is worth \$1.37½ in currency, how much gold will \$1.00 in currency buy?

4. Define Addition; Subtraction; Division.

5. What principal will amount to \$100 in 1 yr. 8 mo. 15 da., at 6 per cent?

Geography.

1. Name the principal ranges or systems of mountains in the United States.

TOWN EXAMINATIONS—QUESTIONS, 1871.

2. What States are bounded on the West by Mississippi River?
3. On what rivers are Brattleboro, St. Johnsbury, Montpelier, Rutland, Woodstock?
4. Bound the New England States, and give their capitals.
5. Describe Amazon River.

Grammar.

1. Compare good, happy, most.
2. Define the Indicative Mode. Write a sentence containing a verb in that mode.
3. Decline a Personal Pronoun in the second person.
4. Give the principal parts of the verbs lay, sit, set.
5. Name the marks of punctuation used in writing.

History.

1. Name three men prominent in the early history of Vermont.
2. Who were the Pilgrims of the Mayflower, and what led them to this country?
3. In what States were battles fought, during the late Rebellion?
4. Name the several wars in which the United States has been engaged.

Civil Government.

1. What State officers has this State? For how long terms are they chosen? Who are eligible?
2. For what causes may State officers be removed from office?
3. Define Treason. What provision is made in the Constitution for its punishment?

CALEDONIA COUNTY, SATURDAY, NOVEMBER 18.

Arithmetic.

1. Define notation; numeration; a composite number. Find the true remainder of 87 divided by three component parts of 24.
2. What is reduction of compound numbers? Of how many kinds? How is each performed?
3. What is the cost of a pile of wood 68 ft. long, 5 ft. 8 in. high, and 3 ft. 9 in. wide, at \$3.87½ per cord?

TOWN EXAMINATIONS—QUESTIONS, 1871.

4. What is the difference between the annual and the compound interest of \$2,000 for 4yr. 7mo. 20 da., at 6 per cent?

5. What is the square root of 864,119?

Geography.

1. Name the principal ranges of mountains in the United States.

2. What is the width of the north temperate zone, in degrees? How is it found?

3. Name the interior counties of Vermont. Name those that border on the Province of Quebec. On New Hampshire. On Massachusetts. On New York.

4. Name the principal divisions of Europe.

5. Where on the earth's surface is there no latitude? Where, no longitude?

Grammar.

1. Define Syntax.

2. Define each of the cases.

3. Decline the simple personal pronouns.

4. What verbs are followed by the infinitive mode without the sign *to*?

5. In what tenses is the potential mode used?

History.

1. Name the thirteen original States.

2. Name three prominent battles of the Revolutionary war, not including any fought in Vermont.

3. In what year was Vermont admitted into the Union?

4. Who were the Pilgrim Fathers? What led them to this country? Where did they land? When?

5. With what foreign countries has the United States been engaged in war?

CHITTENDEN COUNTY, WEDNESDAY, NOVEMBER 1.

Orthography.

1. What is a letter? Into what two general classes are the letters of the English Alphabet divided?

2. Define a syllable; a word.

3. What is spelling?

4. Write correctly the following words, separate them into

TOWN EXAMINATIONS—QUESTIONS, 1871.

syllables, and mark the proper accents: inflammability, accomodation, tranquility, moneys, chimnies, cities, singeing, ensueing.

5. What is accent? What is its use?

6. Write the derivatives of change, blame, and trace, formed by the suffixes *ing* and *able*, and give the rule or rules.

Arithmetic.

1. Define Arithmetic; Notation; Numeration; Composite Number.

2. What are the names of the terms in Multiplication?

3. What is Reduction of Compound Numbers? Of how many kinds? How is each performed?

4. What is the value of a pile of wood 85 ft. long, 10 ft. 6 in. high, and 6½ ft. wide, at \$6.75 per cord?

5. Divide 36 hundreds by 72 thousandths, by the rule for division of decimals.

6. What is the amount of \$65.15 for 1 yr. 7 mo. 15 da., at 7 per cent?

7. When it is 9 o'clock, A. M., in Burlington, Vt., what is the time of day at Washington, D. C. ?

8. What is the square root of 160,801?

Geography.

1. Are degrees of longitude and latitude equal in length, when measured at different points on the earth's surface? Explain the matter.

2. What waters wash the coast of the British Isles?

3. Name the principal ranges or systems of mountains in the United States.

4. What States are drained wholly or in part by the Mississippi and its tributaries?

5. Define a limited monarchy; and mention three prominent governments of that kind.

6. On what rivers are Brattleboro, St. Johnsbury, Montpelier, Rutland, and Woodstock situated?

7. On what river is the city of Paris situated?

8. What is the population of Vermont?

Grammar.

1. By what may a grammatical predicate be modified?

2. Compare long, round, miserable.

TOWN EXAMINATIONS—QUESTIONS, 1871.

3. Write the plural of penny, pailful, wife, man-servant.
4. Give the principal parts of go, rid, steal, steel.
5. What is a sentence? Write a sentence containing a pronoun and an adjective.
6. Define each mode.

History.

1. When was the Constitution of the United States adopted?
2. Explain the term "New Hampshire Grants," used in the early history of Vermont.
3. Was money ever coined in Vermont? If so, where?
4. Name the thirteen original States.
5. Name three prominent battles in the Revolutionary War, not including any fought in Vermont.
6. In what military service was Washington engaged, before the Revolution?
7. Who was President of the United States when the war between this country and Mexico commenced?
8. In what wars with other nations has the United States been engaged, and how long a time has elapsed since each?

Civil Government.

1. Name the officers of a town, and mention their duties.
2. Who are eligible to the several State offices in this State? Name the State officers, and the length of their terms of office.
3. For what causes can State officers be removed, and how?
4. What officers compose the Cabinet of the President of the United States? How are they chosen?
5. How can a President be deposed? For what offences?
6. What constitutes the Congress of the United States? How are its members chosen? How long are their terms of office?

ESSEX COUNTY, SATURDAY, NOVEMBER, 18.

Arithmetic.

1. Explain the manner of finding the greatest common divisor of 64 and 132.

TOWN EXAMINATIONS—QUESTIONS, 1871.

2. Explain the manner of finding the least common multiple of 164 and 132.
3. Find the true remainder in dividing 47 by three factors of 18.
4. Name the different kinds of fractions.
5. Solve and explain the problem, $\frac{2}{3} \times \frac{4}{5} =$ what number.
6. Reduce to a single fraction ($\frac{1}{2}$ of $\frac{2}{3}$ of $\frac{3}{4}$) $\div \frac{2\frac{1}{2}}{\frac{1}{2} \text{ of } 3}$.
7. In multiplication of decimals, how many decimal places are pointed off in the product?
8. At 6 per cent, to how much will \$100 amount in 3 years,—
 - 1st. At simple interest?
 - 2d. At annual interest?
 - 3d. At compound interest?
9. Give the true present worth of \$1,000 due 8mo. 18da. hence, discounting at 6 per cent.
10. What per cent of interest for 1 year is equal to 10 per cent discount for the same time?

Geography.

1. Name the cities of Vermont.
2. Which are the five principal rivers of the United States?
3. Name the largest river in the world.
4. Name and locate the towns in this county.
5. Name the North border counties in Vermont. The East border counties. The South. The West. The Central counties.
6. Name the chief ranges of mountains in Europe; In Asia; in America.
7. From what do we reckon longitude?
8. Give the boundaries of the several zones.
9. Name two countries whose governments are absolute monarchies.
10. Name and locate the capitals of the New England States.

Grammar.

1. By what parts of speech may nouns be modified?
2. What is conjugation?
3. Name the different modes.
4. Give the principal parts of lie, lay, go, sit, set.
5. In the expression "had ought," what is the error, and why?
6. Define Syntax.

TOWN EXAMINATIONS—QUESTIONS, 1871.

7. What is analysis, in Grammar?
8. Analyze the following sentence: "The real estate market opens quite active this season."
9. Write a sentence containing a collective noun followed by a verb in the singular number.
10. Define a regular verb; an irregular verb.

History.

1. Name the 13 original States.
2. In what year was Vermont admitted into the Union?
3. Mention the four most important wars in which the United States has been engaged.
4. In what year, and where, was the first permanent settlement made in New England?
5. Name five States in which battles were fought during the late war.
6. Who were the Hessians? By whom were they employed? In what war?
7. In what military service was Washington engaged, before the Revolutionary war?
8. Who was President of the United States, at the beginning of the Mexican war?
9. When was the first President of the United States inaugurated?
10. Where did the inauguration take place?

FRANKLIN COUNTY, SATURDAY, NOVEMBER 25.

Orthography.

1. Of how many characters is the English alphabet composed? What are they called?
2. What is a derivative word?
3. Explain the difference between accent and emphasis.
4. What is an elementary sound?
5. What is the difference between a vocal and a subvocal?
6. What is the difference between a subvocal and an aspirate?
7. What is a word?

TOWN EXAMINATIONS—QUESTIONS, 1871.

8. What is a silent letter?
9. What is written language?
10. Write the following words correctly :

sursingle,	inflammation,
agreculter,	receipt,
disiplin,	suggest,
Missippi,	prommes,
diference,	cristmas.

Arithmetic.

1. What is notation?
2. Express in words, .324067.
3. Divide .327 by .2786.
4. Find the cost of 3 T. 14 cwt. 3 qr. 18 lb. of English iron, at 3 cents per pound.
5. What is the value of a pile of wood 16 rd. long, 4 ft. wide, and $6\frac{1}{2}$ ft. high, at \$3.56 $\frac{1}{2}$ per cord?
6. Find the annual interest of \$3,675.875 for 3 yr. 9 mo. 24 da.
7. Find the compound interest of the same principal for the same time, at the same rate per cent.
8. What is ratio?
9. Add $3\frac{1}{2}$, $4\frac{1}{4}$, $5\frac{1}{2}$, and $4\frac{3}{4}$, after reducing them to decimals.
10. What will it cost to carpet a room 18×22 ft. in size, at \$3.62 $\frac{1}{2}$ per sq. yd.?

Geography.

1. Give proofs of the spherical form of the earth.
2. What is longitude?
3. How many motions has the earth? What are they?
4. How many zones are there?
5. Name the States drained by the Mississippi and its tributaries.
6. Name the ranges of mountains in the United States.
7. Locate the capitals of the New England States.
8. Name the counties of Vermont.
9. Bound Franklin County.
10. Name the lakes on the northern border of the United States.

Grammar.

1. What does English Grammar teach?
2. What are the principal classes of adjectives?

TOWN EXAMINATIONS—QUESTIONS, 1871.

3. What is a participle?
4. Of what person and number is *they*?
5. Parse *day*, in the following sentence: The 15th day of April, 1871, occurred on Saturday.
6. In what ways may the subject of a sentence be modified?
7. Write a sentence containing six different parts of speech, and underline each.
8. Compare *ripe*, in the following sentence:
Apples are not good until they are ripe.
9. Parse the word *compare*, in the preceding sentence.
10. Parse the word *until*, in the same sentence.

History.

1. Who were the first three Presidents of the United States?
2. Name the wars in which the United States has been engaged within a century past.
3. Mention two of the important battles of each war before the Rebellion.
4. Name two American Generals of each war before the Rebellion.
5. What caused the late Rebellion?
6. Who was President, at its commencement?
7. Where was the first blood shed?
8. Name six important battles of that war.
9. Name five Generals of the Union army. Five, of the Rebel army.
10. In what battles of this war were Vermont regiments engaged?

GRAND ISLE COUNTY, SATURDAY, NOVEMBER 25.

Orthography.

1. What is Orthography?
2. How many sounds are used in the pronunciation of the English language?

TOWN EXAMINATIONS—QUESTIONS, 1871.

3. Into what general classes are they divided? Define each class.
4. What sounds does the letter *e* represent? Write a word illustrating each of these sounds; and indicate the sound by the appropriate sign.
5. Name the substitute consonant letters. In the word *quit*, is *u* a consonant, or a vowel? Why?
6. What is a derivative word? Give the rules for annexing suffixes to words ending in consonants.
7. Annex the suffixes *ed* and *able*, to the word *prefer*.
Also, annex *ed* and *ing* to the word *copy*.
8. How are paragraphs, sections, and chapters numbered in our text-books?
9. What is accent?
10. Write correctly the words interceed, chimnies, accomadate, inflamability, seive, collander, Misisipi, Lamoile, paralel, seperate.

Arithmetic.

1. Define the Arabic method of notation, and write the characters used.
2. Multiply the difference between MMDCCXLIV. and eighteen hundred nine, by $20,007 \div 2,223$.
3. What is the value of a city lot 5 rd. long and 60 ft. wide, at $\$.62\frac{1}{2}$ per sq. ft.?
4. Divide $\frac{3}{4}$ by $\frac{1}{2}$, and give the reason for the process.
5. Define percentage; and give the difference between 100 with 15 per cent added, and 115 with 15 per cent subtracted.
6. The interest on \$.03 for 3 days is \$.01; what is the rate per cent?
7. $\frac{1}{2} \frac{1}{3} \frac{4}{5} \times \frac{2}{3}$ of $\frac{2}{3} - \frac{1}{10} =$ what number?
8. What is the present worth of \$525.65, due Jan. 15, 1872?
9. If 6 men perform a piece of work in 12 days of 10 hours each, in how many days of 8 hours each will 9 men perform the same work? Solve this problem by proportion.
10. What is the cost of a pile of wood 68 ft. long, 5 ft. 8 in. high, and 3 ft. wide, at $\$.387\frac{1}{2}$ per cord?

TOWN EXAMINATIONS—QUESTIONS, 1871.

Geography.

1. Where, on the earth's surface, is there no latitude? Where no longitude?
2. Name the principal motions of the earth. What are the effects of these motions?
3. Name the four largest tributaries of the Mississippi.
4. What are the tropics? Where are they situated? Why so situated?
5. Are degrees of longitude and latitude of equal length, when measured at different places on the earth's surface? Explain the matter.
6. Give the names of five of the principal States or Governments of Europe, and their capitals.
7. Name three of the principal rivers of Europe, and three of Asia.
8. What counties of Vermont border upon the Province of Quebec? Upon Lake Champlain?
9. Bound Franklin county, and name the towns in it.
10. On what rivers are Brattleboro, St. Johnsbury, Montpelier, Rutland, and Woodstock situated?

Grammar.

1. Define a noun ; a verb ; a participle.
2. Give the classes of nouns.
3. Do all adjectives admit of comparison? If not, give examples.
4. In what tenses is the infinitive mode used?
5. Conjugate the verb *rule*, through the indicative mode.
6. Compare good, bad, round, square, miserable.
7. Define a sentence.
8. What are the principal elements of a sentence? What are the subordinate elements?
9. Correct the following sentences:
It is me.
Of what use is Grammar and arithmetic.
10. Analyze the following sentence, and parse the words in Italics:
"Death delights to smite *what*, *smitten*, most *proclaims* its power."

TOWN EXAMINATIONS—QUESTIONS, 1871.

History.

1. Which was the first State admitted into the Union, after the adoption of the Federal Constitution?
2. Who were the Pilgrims?
3. What led them to this country?
4. When and where did they land?
5. In what year was the Federal Constitution adopted?
6. Name five important battles fought during the late Rebellion.
7. Who was the first Governor of Vermont?
8. When and where was the first permanent English settlement made in America?
9. Who was the first white man that visited Vermont?
10. What can you say of Ethan Allen?

Civil Government.

1. State the difference, if any, between the duties of a County Judge and a Probate Judge.
2. In which branch of the Legislature do finance bills originate?
3. What constitutes the General Assembly of the State of Vermont?
4. What is a Republican Government?
5. How are U. S. Senators elected, and for how long a term?
6. Of what officers is the President's cabinet composed? What are their respective duties?

LAMOILLE COUNTY, SATURDAY, NOVEMBER 18.

Arithmetic.

1. What are the names of the terms in Multiplication?
2. What is the value of a pile of wood 8.5 feet long, 10 ft. 6 in. high, and 6½ ft. wide, at \$6.75 per cord?
3. When gold is worth \$1,37½ in currency, how much gold will \$1.00 in currency buy?
4. Define Addition; Subtraction; Division.
5. What principal will amount to \$100 in 1 yr. 8 mo. 15 da., at 6 per cent?
6. $\sqrt[3]{18259}$ = what number?

TOWN EXAMINATIONS—QUESTIONS, 1871.

Geography.

1. Where, on the earth's surface, is there no latitude? Where, no longitude?
2. Define the north temperate zone; and give its breadth, in degrees.
3. Define a strait; a bay or gulf. Name four straits in North America; four bays or gulfs in Europe.
4. Locate Vicksburg; Gettysburg; Atlanta; Chicago; Lowell.
5. Name the five longest rivers in Vermont.
6. Name the political divisions of Europe.

Grammar.

1. By what may a noun be modified?
2. To what is *who* applied? *Which?* *That?*
3. Give the several classes of pronouns, with examples of each class.
4. When is the sign *to* of the Infinite omitted?
5. Write a sentence containing a verb in the subjunctive mode, imperfect tense.
6. Analyze the following couplet, and parse the words in *Italics*:

*"Under the blue New England Skies,
Flooded with sunshine, a valley lies."*

History.

1. Name three men prominent in the early history of Vermont.
2. Who were the Pilgrims of the Mayflower, and what led them to this country?
3. In what States were battles fought, during the late Rebellion?
4. Name the several wars in which the United States has been engaged.

Civil Government.

1. Name the officers of a town; and mention some of their chief duties.
2. Name the State officers; their eligibility; and the length of their terms of office.
3. What is capital punishment; and how is it inflicted?

TOWN EXAMINATIONS—QUESTIONS, 1871.

4. What officers compose the Cabinet of the United States; and how are they chosen?

5. How are the Senators and Representatives in the United States Congress chosen; and what are the lengths of their terms of office?

ORANGE COUNTY, SATURDAY, NOVEMBER 25.

Orthography.

1. Define a vowel; a consonant.
2. Define accent; emphasis.
3. What is meant by the alphabet of a language?
4. Explain the difference between a radical and a derivative word.
5. Write two derivatives of blame, change, trace, sing, lovely.

Arithmetic.

1. Define addition; subtraction; multiplication; division.
2. Add MMDCLXIV., two thousand six, twenty-six thousandths, seven million seven hundred seven, 4096.5, and 42.2075.
3. What is the value of a pile of wood 8.5 ft. long, 10 ft. 6 in. high, and 6 ft. 4 in. wide, at \$6.75 per cord?
4. When gold is worth \$1.37½ in currency, how much gold will one dollar in currency buy?
5. What principal will amount to \$100, in one year 8 mo. 15 da., at 6 per cent?
6. Wherein does annual interest differ from compound interest? Give an example of interest annually under the Vermont law.
7. $\frac{1}{2} \frac{1}{3} \frac{1}{4} \times \frac{1}{5}$ of $\frac{2}{3} - \frac{1}{10} =$ what number?
8. A and B engage in trade, A furnishing \$4,000 for 12 mo., and B \$6,000 for 11 mo. They lose \$570. What is the loss of each?

Geography.

1. What are the polar circles? What is their distance from the poles?
2. What is a meridian? What is reckoned as the first meridian?

TOWN EXAMINATIONS—QUESTIONS, 1871.

3. Define source, mouth, and delta of a river.
4. What are the grand divisions of the earth?
5. Bound Michigan and Florida; name their capitals; and state what waters wash their shores.
6. On what waters would a vessel sail, in a voyage from Constantinople to Hamburg?
7. What do you understand by the Y of the Green Mountains? What county or counties lie wholly in it?
8. How many square miles in Vermont?

Grammar.

1. Give the different pronouns, and state their uses.
2. How is the plural of nouns ending in *y* formed?
3. Write the plurals of genus and knife.
4. Define simile; metaphor; personification.
5. Correct, if necessary, the sentence,—Who did you vote for?
6. Define an impersonal verb.
7. What is the difference between a regular and an irregular verb?
8. Analyze the following, and parse the Italicised words:—
“Beneath those rugged elms, *that* yew-tree's shade,
 Where heaves the turf in many a mould'ring heap,
Each in his narrow cell forever *laid*,
 The rude forefathers of the hamlet sleep.”

History.

1. Give the place and date of the first engagement of the Revolution.
2. What were the first acts of rebellion against the government of England? When were they committed?
3. What distinguished General of the Mexican War was afterward President of the United States?
4. Give the names of the leading Union and Rebel Commanders at the battle of Gettysburg.
5. How are Senators and Representatives in Congress elected?
6. When was the Emancipation Proclamation signed?
7. When was Maine admitted into the Union?
8. When and where was the first permanent settlement made in Vermont?

TOWN EXAMINATIONS—QUESTIONS, 1871.

ORLEANS COUNTY, TUESDAY, NOVEMBER 14.

Arithmetic.

1. Define numeration. Write a number requiring five periods to express it.
2. Define the terms used in division.
3. Divide an integer by a fraction.
4. When gold is worth \$1.37½, how much gold will one dollar in currency buy?
5. Give the solution of $(\frac{1}{4} \div \frac{1}{4} - \frac{1}{2} \text{ of } \frac{1}{4}) \div 1\frac{1}{4}$.
6. What is the interest of \$500, at 7½ per cent, for 4 yr. 3mo. 8 da.?
7. What is the difference between the annual interest and the simple interest of \$2,000 for 4 yr. 7 mo. 20 da., at 6 per cent?
8. What is the present worth of \$100 in 1 yr. 8 mo. 15 da., at 6 per cent?
9. A square corn-field with hills 3 feet apart each way in rows, contains 1,849 hills; how many hills are there in one row?
10. Define cube root; and find the dimensions of a cubical room that can be filled with 2,744 cubical blocks each one cube foot.

Geography.

1. Define latitude; longitude.
2. Between what parallels of latitude is Vermont situated?
3. Name the natural curiosities of this State.
4. Name five of the largest rivers of this State.
5. Name the northern border towns of this county.
6. What waters are connected by the Suez Canal?
7. What States border on the left bank of Mississippi river?
8. Name, in order, the waters a block will pass through, in floating from Chicago to the Atlantic Ocean.
9. Name the principal products of Cuba.
10. Bound New England.

Grammar.

1. By what parts of speech may nouns be modified?
2. What is Conjugation?
3. Define the different modes?
4. Give the principal parts of the verbs lie, lay, go, sit, set.

TOWN EXAMINATIONS- QUESTIONS, 1871.

5. In the expression "had ought," what is the error, and why?
6. Define Syntax.
7. What is Analysis?
8. Why is the infinitive mode so called?
9. Write a sentence containing a collective noun followed by a verb in the singular number.
10. Define a regular verb; an irregular verb.

History.

1. In what year, and where, was the first permanent settlement in New England made?
2. Name three men prominent in the early history of Vermont.
3. Name three or more American Generals prominent in the Revolutionary War, and not residents of Vermont.
4. State the difference between the Whigs and the Tories of the American Revolution.
5. State the causes of the recent Rebellion in the United States; and name five important battles fought during that war.

RUTLAND COUNTY, SATURDAY, NOVEMBER 11.

Arithmetic.

1. How is a complex fraction reduced to a simple fraction? Give an example.
2. Define the least common multiple; the greatest common divisor; find each, using four numbers.
3. Bought a horse for \$175, and sold him for four fifths of eleven sevenths of his cost. What per cent did I gain?
4. For how large a sum must a note be given, payable in three months, to obtain \$560 at a bank?
5. Extract the cube root of 385828352, and explain the process.
6. Given; five, the first term of a series; three, the common difference; and one hundred seventy-six, the last term; to find the number of terms, and the sum of the series.

Geography.

1. Where on the earth's surface is there no latitude? Where, no longitude?

TOWN EXAMINATIONS—QUESTIONS, 1871.

2. Define the north temperate zone, and give its breadth, in degrees.
3. Define a strait; a bay or gulf. Name four straits in North America; four bays or gulfs in Europe.
4. Locate Vicksburg; Gettysburg; Atlanta; Chicago; Lowell.
5. Name the five longest rivers in Vermont.
6. Name the political divisions of Europe.

Grammar.

1. By what may a noun be modified?
2. To what is *who* applied? *Which*? *That*?
3. What verbs are followed by two objectives?
4. When is the sign *to* of the Infinitive omitted?
5. Write a sentence containing a verb in the subjunctive mode, imperfect tense.
6. Analyze the following couplet, and parse the words in Italics:
 *"Under the blue New England Skies,
 Flooded with sunshine, a valley lies."*

History.

1. Who was the first Governor of the State of Vermont?
2. Name three men prominent in the early history of Vermont.
3. When and where was the first permanent English settlement commenced in this country?
4. Name the thirteen original States.
5. Name some of the battles of the Mexican war.
6. What battles of the Revolution were fought, before Independence was declared?

Civil Government.

1. Name the officers of a town; and mention some of their chief duties.
2. Name the State officers; their eligibility; and the length of their terms of office.
3. Mention some of the causes for which State officers may be removed from office.
4. What is capital punishment; and how is it inflicted?
5. What officers compose the Cabinet of the President; and how are they chosen?
6. How are the Senators and Representatives in the United States Congress chosen; and what are the lengths of their terms of office?

TOWN EXAMINATIONS—QUESTIONS, 1871.

WASHINGTON COUNTY, WEDNESDAY, NOVEMBER 22.

Orthography.

1. Into what two general classes is the English alphabet divided?
2. How many consonants are there?
3. When is *w* a vowel?
4. Define a syllable.
5. What is accent?
6. How many sounds has *a*?
7. What is an improper diphthong?
8. Write the derivatives of change and blame, by adding *ing* and *able*.
9. Give four examples of compound words.
10. Spell the following words:—

Apparel,	Sientifik,
Skolar,	Changeable,
Utility.	Counselor,
Collateral,	Transparensy,
Tyrannical,	Sacrilegeous,
Faseshus,	Synonemous,
Tranquility,	Rediness,
Necessity,	Aknollege,
Guage,	Seenry,
Bizness,	Appraizal.

Arithmetic.

1. What is the difference between an abstract and a denominated number?
2. What is the scale of simple numbers?
3. What kind of a number must the multiplier be; and what must the product be like?
4. When will the quotient be an abstract number?
5. What is the value of a piece of land $5\frac{1}{2}$ rods long and $3\frac{1}{2}$ rods wide, at \$25 per acre?
6. What is the difference between $\frac{3}{4} \times \frac{5}{6}$ and $\frac{3}{4} - \frac{1}{6}$ 75?
7. Reduce $\frac{1}{2}$ to a decimal fraction, and then reverse the process.
8. How much is the annual interest of \$356 for 2 yr. 7 mo. 23 da., at 7 per cent?

TOWN EXAMINATIONS—QUESTIONS, 1871.

9. What is the present worth of one hundred dollars, due in one year seven months and ten days, discounting at the rate of six per cent?

10. Two men are in partnership. A puts in \$2,500 and B \$1,600. They gain \$560. What is each man's share of the gain?

Geography.

1. Bound Vermont.
2. Name some of the principal lakes in and around Vermont.
3. What counties of Vermont border on the province of Quebec?
4. Bound New York.
5. What is the largest body of fresh water in the United States?
6. Name three of the largest rivers of North America.
7. Where is the island of San Domingo located?
8. Where is the Suez Canal? What waters does it connect?
9. Name the political divisions of Europe.
10. Name three political forms of government.

Grammar.

1. Write a declarative sentence.
2. What is the logical predicate of a sentence?
3. Name the different parts of speech.
4. Compare good, bad, happy, far, round.
5. What are the modifiers of the subject of a sentence?
6. Write a sentence containing a verb in the potential mode, imperfect tense.
7. What verbs are followed by two objectives?
8. What class of verbs is used in both the active and the passive voice?
9. What may adverbs modify?
10. Analyze the following sentence, and parse the words in *Italics*:

We all learn, sooner or later, what the world is.

History.

1. Where was the first settlement made in Virginia?
2. Where and when did the Pilgrims land in America?
3. When was the Constitution of the United States adopted?
4. Name the original States of the United States.

TOWN EXAMINATIONS—QUESTIONS, 1871.

5. When did Vermont become one of the United States?
6. Who took Fort Ticonderoga? When?
7. Explain the phrase "New Hampshire Grants," found in the early history of Vermont.
8. Name some of the principal battles in the Mexican war.
9. Name some of the principal battles fought during the late civil war.
10. Name the Presidents of the United States, in order.

WINDHAM COUNTY, SATURDAY, NOVEMBER 11.

Arithmetic.

1. Define notation; numeration.
2. Multiply MMMDDXCI.XII. by nine thousand nine, and divide the product by 170043.
3. How many rolls of paper, each 9 yd. long and $\frac{1}{2}$ yd. wide, will paper the walls of a room 22 ft. long, 16 ft. wide, and 9 ft. high?
4. $\frac{1}{10}$ of a link is $\frac{1}{4}$ of what fraction of a mile?
5. A note payable in 60 days, was discounted at a bank, and the proceeds were \$500. What was the face of the note?
6. $1\frac{1}{12} \times \frac{1}{4}$ of $\frac{1}{16} =$ what number?
7. Sold 20 bu. of oats at \$.50 per bu., and lost 8 per cent. What per cent would have been gained, had they been sold at \$.60?
8. What are the superficial contents of one side of a cube containing 389.017 solid feet?
9. At .8 of a dollar a gallon, what will .48 of a quart of molasses cost?
10. What is the air-line distance from the top of a tree 25 feet high, to a point on the ground 10 yards from its base?

Geography.

1. What is reckoned as the first meridian?
2. What is the difference between a State and a Territory?
3. What waters wash the coasts of the British Isles?
4. Why are there no large rivers in South America, emptying into the Pacific?
5. Name the principal mountain ranges of Asia.

TOWN EXAMINATIONS—QUESTIONS, 1871.

6. Name the different races of men.
7. Define a limited monarchy, and mention one prominent Government of that kind.
8. Name the principal rivers of Vermont.
9. Name five seas in and around Europe.
10. Name the Southern States.

Grammar.

1. Define Orthography.
2. What is a personal pronoun?
3. What is mood?
4. What are the signs of the subjunctive mood?
5. Give the tenses of the infinitive mood.
6. What is an auxiliary verb?
7. Name the auxiliary verbs.
8. How is the passive voice of a verb formed?
9. What is the grammatical subject of a verb?
10. Correct the errors in the following sentence, and give the reasons for the corrections:

I and you done the work very easy.

History.

1. What parts of Vermont were first visited by civilized man? When? By whom?
2. What can you say of Ethan Allen?
3. Who was the first Governor of Vermont?
4. How and for what purpose are the Senators and Representatives in the Vermont legislature elected?
5. What causes led to the settlement of New England?
6. What causes led to the war of 1812?
7. What were the causes of the Mexican War?
8. What causes led to the late Rebellion?
9. What States seceded, during the late Rebellion?
10. Give the names of the leading Union and Rebel commanders at the battle of Gettysburg.

TOWN EXAMINATIONS—QUESTIONS, 1871.

WINDSOR COUNTY, SATURDAY, NOVEMBER 18.

Orthography.

1. Explain the difference between accent and emphasis.
2. What is it to define a word?
3. What is an elementary sound?
4. What is the difference between a vocal and a subvocal?
5. What is the difference between a subvocal and an aspirate?
6. Spell *futiv*; *Erisipilous*.
7. What is a word?
8. What is a silent letter?
9. What is a diphthong?
10. What is written language?

Arithmetic.

1. Reduce $\frac{2\frac{1}{2}}{\frac{1}{2} \text{ of } 8}$ to a decimal.
2. What is the square root of 864,119?
3. Give the rule and the reason for pointing off, in division of decimals.
4. Express 850 in Roman characters.
5. What is the difference between the annual, and the compound interest of \$2,000, for 4 yr. 7 mo. 20 da.?
6. What is the difference between percentage and interest?
7. Explain the difference between long, square, and cubic measure.
8. Give the rule for extraction of cube root.
9. What is the process for finding the greatest common divisor?
10. What is present worth? How is it found?

Geography.

1. Define an island; a cape; a mountain.
2. Define a lake; a strait; a sea.
3. What are parallels? Meridians? What are their uses?
4. Give the names of the zones.
5. What proofs can you give of the spherical form of the earth?
6. How many, and what are the races of men?
7. Draw an outline map of Vermont.

8. Name the counties in Vermont.
9. Through what waters must a vessel pass, in sailing from Chicago to St. Louis?
10. Name and describe two of the largest rivers; and locate two of the largest cities in the United States.

Grammar.

1. What is Orthography?
2. Define collective, abstract, and verbal nouns; and give an example of each.
3. Define the different parts of speech.
4. How many kinds of adjectives are there? Define each.
5. Give the distinction between relative and personal pronouns; and give examples of each.
6. What is the difference between transitive and intransitive verbs? Between active and passive verbs?
7. What is a participle?
8. When does a verb have the same case after it as before it? Give an example.
9. Give the several classes of conjunctions, with examples of each.
10. Parse the Italicised words in the following sentence:
If you will teach me what is right, I will cheerfully obey.

Now, that the first year's work under this law is completed, it may be well to look at the general character of the work, and the results attained. On an examination of the sets of questions adopted, and the standards of qualifications fixed, at the meetings in the different counties, it will be seen, that the views of superintendents differed considerably on the subject of a uniform standard of qualifications of teachers.

Although, neither in the studies on which written examinations were to be held, the number and character of the questions on each subject, nor the standards of

TOWN EXAMINATIONS- QUESTIONS, 1871.

qualifications to be required of successful candidates, did the superintendents of more than three or four counties agree; yet, when we consider that in the method of examination pursued, in the questions asked, and in the fixing of a standard to be attained by candidates to entitle them to certificates, this was the first attempt to secure any thing like uniformity in the examination of teachers throughout the State, we can not reasonably expect greater uniformity than prevailed in the town examinations last year.

It is not claimed that superintendents have made no mistakes, nor that the law is faultless. Mistakes have doubtless been made by superintendents, in administering the law. It would be strange if this were not so. But it is safe to assert, that the mistakes made by the conscientious friends of the law, have done far less harm to the schools, and far less injustice to the teachers, than has the utter disregard of the law by the few superintendents, who, thinking the old way good enough, have paid no regard to the requirements of the law, or to the acts of the county meetings of town superintendents. Fortunate is it for the schools of the State that this class of superintendents, now small, is destined to become smaller. From the first year's experience under this law, the superintendents learned some valuable lessons, of which they are this year availing themselves in its administration. The most important of these 'lessons in the school of experience' are enumerated in this article, in the sketch of meetings of 1872.

The valuable results thus far arising from the adoption and enforcement of this law, may be stated as follows :

1. It has enlisted the hearty co-operation of town superintendents in elevating the standard of qualifications of teachers.

2. It has enabled them to erect some standard, by which to judge of the ability of candidates to give instruction in the various subjects of study pursued in the common schools.

3. It has given them authority to refuse to grant certificates to persons obviously unqualified to teach a common school, because deficient in a knowledge of the rudiments of the branches to be taught.

4. It has permanently placed in their hands the evidence of the incompetency of rejected candidates ; as the papers written by all candidates examined are retained by the superintendents.

5. It has blessed the children with a class of better qualified teachers, as a whole, than has been found in the schools previous to its enactment.

6. It has kept out of the schools the flood-wood of the teachers' calling : i. e., those would-be teachers who don't know enough of the common English branches of study to 'teach even a backward school,' and yet who don't know that they don't know enough for this purpose.*

*.—The condition of many of this class, after an unsuccessful attempt to pass the examination, the past year, is aptly put, in the following remark of one rejected candidate to another :—"I guess we don't know as much as we think we do."

TOWN EXAMINATIONS—QUESTIONS, 1871.

7. It has called back to our schools many of the better class of teachers who, rather than compete with low-priced, incompetent teachers for engagements in school, had left the school-room for other employments and better pay.

8. It has aroused the teachers and those intending to become such, to a sense of the necessity of more thorough preparation for their work.

9. It has largely increased the attendance at our normal schools, academies, and high schools, of that class of young persons who are fitting themselves to become teachers.

10. It has awakened among parents and the people of the State generally, a new interest in our schools, and especially in those employed to instruct and govern them.

11. It has saved thousands of dollars of money to the people, and many, many years of time to the children, by giving us better teachers and better schools.

12. It has demonstrated the fact that a good law for increasing the efficiency of our schools can be enforced; and that the advance sentiment in the State is heartily in favor of the law, and in sympathy with those superintendents who honestly and impartially enforce it.

REMARKS OF SUPERINTENDENTS.

At the time the superintendents made their annual reports, in the spring of 1871, this law had but just taken effect, and none of the practical workings of its provisions had been generally tried. In at least one county, however, (Chittenden), a plan for the examination of teachers somewhat like the one embraced in this law, had been partially tried by the superintendents; and the good results from the experiment in that county, were quite generally known to the superintendents in the other counties of the State.

The law was regarded with favor by superintendents, progressive teachers, and the active friends of common schools throughout the State; and an interest greater than had been known for many years at least, if ever before, was awakened on the subject of qualifications of teachers.

The extracts bearing upon this subject, from the reports of town superintendents for the year ending April 1, 1871, may be regarded as a fair index of the sentiment of the friends of education at that time: while the extracts from the reports for the year ending April 1, 1872, give much valuable information on the practical working of the law during the first year after it came into force. These remarks, made at the close of the year, show conclusively that the law is held in high esteem by these officers.

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

From the Reports of 1871.

ADDISON COUNTY.

The examination on the 29th of April was a success. I think this system will have a tendency to elevate the standard of qualifications of our teachers; and I think, with a *rigid* adherence to this system, we will soon have *good schools* and *good teachers*.

JAMES M. SLADE, Jr., Middlebury.

I did not attend the meeting of superintendents, at Middlebury, April 24. I held a public examination April 19. Only *two* teachers were present! Cause, a dread of public examination. I feel discouraged.

GEO. A. KIMBALL, Orwell.

The several counties will soon vie with each other, in wholesome efforts to raise their standard of qualifications to the highest practicable point. If our schools do not improve under the provisions of this law, the fault must rest largely with the superintendents; as the Legislature has afforded them superior advantages for prosecuting their labors with marked success. The people of Vermont have complained that our law-makers were constantly changing the school law to its injury; but I think this charge can not be sustained against this law. It *must prove* effective, and largely satisfactory, if all parties do their duty in the matter.

L. C. PATRIDGE, Weybridge.

BENNINGTON COUNTY.

The new law in regard to the examination of teachers appears to be producing a good effect. Superintendents are relieved from some responsibility, and teachers realize the necessity of more thorough preparation. The result of insisting upon a higher standard of qualifications must be, to sift out many of the incompetent ones who have hitherto done so much harm in the school-room.

ELIZA M. CLARK, Bennington.

The law of our last Legislature, requiring a standard of qualifications, and a series of written questions to be used at the examination of teachers, is doing a most important work in all the community around us, in causing teachers to see to it that they are prepared.

ASA F. CLARK, Peru.

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

CALEDONIA COUNTY.

The change in the mode of examining teachers, which takes effect the coming year, I can but think will result in good to our schools, in that it will secure a better class of teachers. I can but urge on the people the duty of coöperating with superintendents, in their efforts to exclude from our schools every teacher who is not thoroughly qualified to teach. Insist on teachers being examined *before* they enter the school-room; and, when practicable, that they attend the public examination. Of the twenty-two teachers to whom I gave license the past year, only five attended the public examination; and only twenty-five of the sixty-eight different teachers who have taught in town the past three years, have been present at any public examination. If prudential committees would require teachers to attend the public examination, and then when practicable, be present and hear those examined whom they propose to hire, I can but feel that we should soon have a far better class of teachers than we have yet been able to obtain.

L. S. WATTS, Barnet.

ESSEX COUNTY.

In regard to examination of teachers, I think the system, as amended by the last Legislature, is preferable to the Institute examinations. Because, with care they may be made equally as good, and thus save the very, *very* precious *time* of the Institute to that class of teachers, who, able to secure a State certificate, are also the ones who are able to, and will, derive the most benefit from the Institute, and are *the* ones who will carry the practical instruction received there, into what are now called the "common schools," and make them the *uncommon* schools of our State. Those who attempt to get a State certificate lose the first half of the Institute, lose the *connection* of the instruction, and then, exhausted by the *little* labor and *great* excitement, practically lose the whole. But what *they* lose, the State loses. Common Mental Arithmetic will tell what the difference of extremes is between a two-day and a five-day Institute. But it would take *x*, representing increase of interest; *y*, intelligence; *z*, advance and profit, to even approximate the difference in efficiency and value.

N. W. ALGER, Lunenburg.

FRANKLIN COUNTY.

The law respecting our town examinations of teachers, I most heartily approve. There is appearance of evading it in this town.

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

but no reason exists why any person should fail to be governed strictly by its provisions. * * * * * The consultation of the various superintendents will tend to produce a fair and adequate rule of examination; and will bear along with it a moral force, supporting the justice of our action while adhering to the regulation.

ELIAS W. HATCH, Berkshire.

The new law passed at the last session of the Legislature, is already producing happy fruit. Since the meeting of the superintendents at Sheldon, and the notice of their action, a very marked change for the better has taken place among the teachers themselves. The examinations, being public in every case, and held at the same time throughout the County, have awakened a decided interest in them. Teachers begin to consider whether they know enough to teach. Some, conscientious and experienced, were doubtful whether they should be able to reach the standard set for the certificate. Others wanted to know if they could not be examined *privately*, and were quite persistent in their efforts, using all the arguments of which they were capable; but failing in this, they made a virtue of necessity, and entered the examination with the rest. Now this is as it should be. It is healthy! If the teachers can once be thoroughly impressed with the proper estimate of their work, there will be no trouble in carrying out any reform in the schools of Vermont. Poor as they have been and as some of them still are, they are a power in the State; how much greater and better, if properly developed and brought up to a nobler plane. For the first time, here, on the 29th of April, there were assembled *twenty* teachers for examination. They passed through it; and the result is, that the *best* do not know *too* much; and for the others, there still are some things to learn. Perhaps the farmers will begin to think, by and by, as much of their schools as they do now of their butter, and cheese, and horses.

JOSEPH W. TAYLOR, St Albans.

GRAND ISLE COUNTY.

I know that, in this county, the public examinations have not been attended by one fourth of the teachers who have taught. They would purposely evade the public examination, and enter their schools, thus embarrassing the superintendent. When a superintendent knows that a teacher has gone into school before applying to him for a certificate, he will sometimes grant one, when, had the teacher gone to

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

the public examination, perhaps he could not have passed. Would it not be better to enact a law that teachers should be qualified at the public examination, before they have a right to engage to teach?

H. O. HILL, Isle La Motte.

LAMOILLE COUNTY.

There is a practical demand for graded certificates; our schools can not be supplied with teachers at the standard of qualification raised, in any other way.

J. G. BAILEY, Hydepark.

The act in relation to the duties of town superintendents, passed in 1870, can not fail to raise the standard of qualifications of teachers.

L. SALLIES, Stowe.

I am of the opinion that the present school law will work the needed reform in our schools, by keeping out of them uneducated teachers.

HORACE HERRICK, Wolcott.

ORANGE COUNTY.

The concert of action of superintendents, as required by law, is a step in the right direction.

A. S. ALLIS, Brookfield.

The new law regarding certificates and written examinations, if properly and fearlessly carried out by superintendents, we apprehend will meet with general favor, and be highly instrumental in elevating the standard of instruction in our common schools. The only danger lies in a deficient standard. Let the examination be brought up to the right level, and rigidly enforced, and the object of the law will be fully accomplished.

C. C. SARGENT, Corinth.

ORLEANS COUNTY.

The feeling among the teachers that the "signs of the times" plainly indicate the requirement of a higher standard of qualifications, is already having a beneficial effect. Some are leaving what has been to them a mere *trade*, for the factory, or some other employment better suited to their intellects than teaching; while those who appreciate their high calling, are taking hold, with new energy, to fit

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

themselves to meet these higher requirements. My examination, held to-day, under the new law, was the most fully attended, and by far the best one I have ever known. Great good must come of these systematic examinations, if superintendents obey the law. We are progressing; let us take courage and go ahead.

O. H. AUSTIN, Barton.

I think the annual meeting of the county superintendents with the Secretary of the Board of Education, will have a tendency to elevate the teachers' standard. I think it would be well to have graded certificates, thus rewarding cultivated talent.

JOSEPH G. LORIMER, Derby.

The law requiring superintendents to meet, and teachers to give written answers at the examination, does not exactly meet my mind; yet I hope it will raise the standard of teachers, and thereby be a great blessing to our schools.

O. S. MILLER, Westfield.

RUTLAND COUNTY.

I think the tendency of the examinations at Institutes, and of the new law requiring the superintendents of each county to meet the Secretary of the Board of Education, and one another, and agree upon a set of questions, will be, to furnish better teachers and improve the schools.

WM. T. HERRICK, Clarendon.

I think the present plan for the examination of teachers, adopted at the last session of the Legislature, will have a tendency to encourage a better class of teachers, and discourage an inferior class of applicants, if firmly adhered to by *all* superintendents; i. e., little or no latitude for discretionary power will make less responsibility, and give better satisfaction generally.

CHARLES E. TAYLOR, Middletown.

I would like it very much, if we could have a supply of teachers for our common schools, who were capable of passing the requisite examination at the Teachers' Institutes; but I think that the act passed at the last session of the Legislature, entitled "An act relating to the duties of Town Superintendents," will work better under the present state of things, and will prove a decided improvement on the former method.

D. H. LANE, Mt Tabor.

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

The system of examination as commenced last year, is a step forward in the right direction.

ROLLIN C. SMITH, Pittsford.

WASHINGTON COUNTY.

I like any school law that will give us qualified teachers, and even compel us to have such or none. Our Board of Education are arriving at the point, I think; only let us try to help, in every possible way. It would have suited me far better, if they had taken the power of granting licenses from the town superintendent entirely. It will have to be done, before we will arrive at results much better than they have been.

DAVID C. HOLT, Moretown.

WINDHAM COUNTY.

The new school laws, passed at the last session of the Legislature, meet my approval, particularly the one relating to the duties of town superintendents.

D. L. MANSFIELD, Dummerston.

I think the new law for examination of teachers will work well; it is doing so with us.

LEWIS B. HIBBARD, Grafton.

While the meetings of superintendents in the several counties, to establish a standard of qualifications, may be beneficial in many towns, in towns like ours I am not looking for much practical benefit from them, except so far as an exchange of views in regard to managing schools, which may take place at these meetings, is considered.

FREDERICK MACK, Windham.

WINDSOR COUNTY.

Requiring superintendents to meet the Secretary, and arrange a set of questions, and agree upon a per cent to be answered, in order to procure a certificate, is wise; and will be the means of compelling superintendents to refuse a certain class who have heretofore succeeded in procuring certificates, in many instances, against the better judgment of the superintendents.

H. J. PARKER, Andover.

The practical working of the law passed by the last Legislature, relating to the duties of town superintendents, can not but be beneficial. It is a step in the right direction.

WM. H. HASKELL, Springfield

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

From the Reports of 1872.

ADDISON COUNTY.

I am much pleased with the working of the present system for the examination of teachers. Under the old system the examinations were, in the majority of instances, a mere farce, and there was not even a semblance of uniformity in the standard required in different towns. We have now written examinations, which are a great improvement on the oral system; a uniform standard in each county, and a near approach to uniformity throughout the State. A higher idea of the qualifications necessary, and a new zeal to acquire them, have already been awakened in the teachers with whom I am acquainted, and the effect will increase from year to year. I can suggest one thing, which would seem to me to be an improvement. That one or more *qualified* persons should be selected in each county, to hold public examinations, at convenient points and at suitable times, so as to accommodate all the teachers of the county; and that all legal certificates should proceed from them. This would place the system of examination in the hands of those competent to work it, which can not be said of very many of the town superintendents. I have seen this plan used, I think, with great success, in the State of Ohio. The practice there is, also, to grade the certificates as to the length of time, from six months to two years, according to the proficiency which the candidate has shown in the examination; with no object, that I know of, but to set a mark of honor upon those who prepare themselves most thoroughly.

A. B. LYON, Ferrisburgh.

I have granted certificates to three, who did not fully come up to the standard agreed upon at the convention. These were given to persons engaged to teach in three small, poor districts lying in the remote corners of the town, and consisting of foreigners and lumbermen. None who passed good qualifications could be induced to teach for such pay as could be given there; and it was thought best to give them the benefit of a school, even if not of the first class. I think the present law should not be made to operate in such a manner as to deprive such localities of schools.

R. J. FLINT, Granville.

I think the plan of having printed questions for the examination of teachers, has been a great help to superintendents. It has in a measure relieved them of the disagreeable task of fixing the standard

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

of qualifications for teachers, and has excited deeper interest in the matter of qualifications. The schools in town were better conducted last year, than at any time since my connection with them.

W. H. CASEY, Whiting.

BENNINGTON COUNTY.

The systematic manner in which the applicants for teaching in the common schools of our State are now examined, and the advance of wages to teachers, can not otherwise than be a powerful auxiliary in elevating the general standard of education. Superintendents should insist on having the examination public, in every case where practicable; also see well that the instructions applicable to these examinations are strictly obeyed. The sending of questions (for the examination of those who are examined privately), as used in different counties throughout the State, is an idea of practical importance.

THOMAS HOXIE HALL, Pownal.

With regard to the present method of examination by written questions alone, I think it is going to result in serious disadvantage. I say written questions alone; for I find all the superintendents as far as I have heard, had no oral examinations the past year, in this vicinity, though I went through with an oral examination as usual. It often turns out that teachers who come to be examined, can answer all the written questions, without being at all qualified to teach,—especially when they have heard, a short time before examination day, what these written questions are.—Now, unless something is done to secure an oral examination as well as a written one, I think we shall lose far more than we hope to gain by the written examination, of which, of course, I am much in favor.

ASA F. CLARK, Peru.

CALEDONIA COUNTY.

I have great pleasure in being able to report that the schools in town (with two exceptions) have been very successful during the past year, and the teachers faithful and energetic. I believe the new law for the examination of teachers has contributed largely to the success of our schools. I am satisfied that, if superintendents do their duty, it will in a short time raise the qualifications of our teachers at least fifty per cent.

J. SERVICE, Barnet.

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

I notice that the printed questions used for examination are apt to have too wide a circulation. Many of the teachers see them, through the agency of friendly superintendents, &c., before the examination. In some cases, having failed in examination in one town, teachers are privately examined before another superintendent, upon the same questions, in which they show a remarkable readiness, causing the examiner to grant a license with the greatest pleasure. A case like this happened in our town last year.

R. RISLEY, Kirby.

CHITTENDEN COUNTY.

I think it would be well if the law were changed, so as to allow the superintendent to grant special certificates. Some teachers are fitted to teach certain schools, who could not teach others. In our town it would be *very difficult*, if not impossible, to obtain teachers, had I not adopted this method.

GEORGE S CHASE, Colchester.

The standard of educational qualifications among our teachers has been very much advanced, within the two years past. The State certificate system has done much to secure this result, and is undoubtedly the means by which the profession is to be raised to its proper level. Yet, of more immediate and general influence has been the adoption, by each county, of a uniform standard. The teachers will always be up to the requirements of their patrons.

GEORGE C. DUNTON, Underhill.

ESSEX COUNTY.

The law requiring more uniform qualifications of teachers examined by town superintendents, is very generally approved, I think.

GEO. W. HARTSDORN, Canaan.

There seemed to be considerable misunderstanding and objection in regard to the questions prepared for the examination of teachers. They were pronounced a nuisance that would not be tolerated. I think, however, that all are beginning to see that the law that provides for a uniform standard of qualifications for teachers, is right, and that its practical working will be good.

O. S. RICE, Granby.

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

I am confident that the written examination of teachers will be found to work well. The standard of qualifications will thereby be raised, and our schools brought to a higher degree of excellence. In this vicinity the effect of the new method is already perceptible. Those lacking in qualifications hesitate to try the ordeal of examination. There are less teachers, but of a better class. The thinking part of the community approve of the law.

HENRY C. BATES, Guildhall.

FRANKLIN COUNTY.

The new law for examination of teachers works well, and is a fair and impartial method of drawing out their knowledge of penmanship, orthography, composition, &c.; but when we come to the question of the *thoroughness* of these examinations, it must be a poor scholar indeed who can not answer 50 or 60 per cent of the ten such simple questions as are given upon each topic. I think we may safely approach a higher standard soon, and find enough qualified teachers to supply our schools.

C. H. LOOMIS, Georgia.

ORANGE COUNTY.

I am confident that the law designed to secure "uniform qualifications of teachers," is a *good thing*. It certainly is a great aid to the superintendent who desires to do his duty.

E. E. HERRICK, Chelsea.

Though I caused notices to be posted in each school district, there were but eleven persons present as spectators, and only five teachers at the spring examination. Ten candidates afterwards applied, and were examined in private, nine of whom were licensed to teach in certain districts for a stated length of time. Of the fifteen applicants, I could not conscientiously grant a certificate for a year to but three.

The fall examination was well attended by the people of the town, showing an increase of interest on their part: therefore, a much better class of teachers was present, for no man, if he is deeply interested in the progress of education, or has an eye to the future good of community, will hire a third-rate teacher.

The answers are open to the inspection of those who will take the

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

trouble to attend the examination; and by so doing, all can see and know why one receives a certificate, and another does not; therefore, I urge upon all, the necessity of future attendance at these meetings.

LUCIE A. CALEF, Washington.

ORLEANS COUNTY.

The uniform written examination for teachers is a great improvement, and will result in advancing the standard of qualification of teachers. It will also secure greater justice to the candidates for teaching, because of the *uniformity* of their examination. Could not the Secretary enclose to each superintendent one or two copies of questions prepared for some other county, for his use in after examinations? The regulation is a long step in the right direction; and for one, I hope it will be followed out, till it shall be distinctly understood, that those who would instruct in the public schools of Vermont, must first thoroughly know something themselves.

O. H. AUSTIN, Barton.

The necessity of securing a higher and more uniform standard of qualifications for teachers, is evident to all interested in the cause of education. But that feature of the law requiring the examination to be a written one, I think might be improved. It is desirable that the public should be interested in the examinations of teachers, so as to know the qualifications required and possessed. But if the examination is mainly or wholly written, it will be so dry and uninteresting to the spectators, that they will never come the second time. The tendency will be, to decrease the interest of the public in the proper qualifications for teaching, and in the cause of education generally. Every thing tending in that direction should be avoided.

J. A. GIBSON, Brownington.

The new law in regard to examinations of teachers greatly improved our schools.

F. W. DICKINSON, Coventry.

The law requiring the superintendents of each county to meet the State Secretary, and agree upon the standard of qualifications of teachers for the year, has not only served to *elevate* the standard; but by conferring together, new ideas are imparted, and the joys, trials, and responsibilities in the cause of education are freely discussed.

J. G. LORIMER, Derby.

The uniform examination of teachers is an improvement.

ZUAR E. JAMESON, Irasburgh.

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

I would suggest that town superintendents be authorized to give a first and a second class of license. Many students, between their spring and fall terms at school, might succeed well in teaching, where only the elementary branches would be required; and might be judiciously licensed for that purpose, while no careful superintendent would give them license to teach in other schools. Difficulties often arise, from licenses being given for small summer terms, and teachers using them in taking schools beyond their ability to teach.

H. N. HOVEY, Lowell.

RUTLAND COUNTY.

The law for securing more uniform qualifications of teachers, I heartily commend. It has a tendency to secure a better class of teachers, which we much need. In former times, any one could get a certificate; but if superintendents live up to the law now, none but those qualified can get one. Teachers are beginning to inform themselves, in view of coming requirements. If *good teachers* are employed, good schools will necessarily be the result.

J. C. WILLIAMS, Danby.

¶ Superintendents ought to be authorized to grant certificates of three grades,—say for three, six, and twelve months respectively;—otherwise the present law for teachers' examinations works well.

RUSSELL T. HALL, Pittsford.

In regard to elevating the standard of teachers' qualifications, I think many overlook the main difficulty. Those that are willing to teach, at least a majority of them, do not feel warranted in being to the expense of a thorough preparation for teaching. Teaching can not be made a business for much more than six months in the year; hence, it is impossible to obtain thoroughly qualified teachers. I know of only one in this town, and my impression is that other towns are quite as badly off. We must have schools, and so we are obliged to give certificates, even when there is a marked deficiency. It will be said, I know, "If we refuse, they will be obliged to prepare themselves." That does not follow. One teacher has taught 10 terms in one district in this town, this year, without a certificate, and none will refuse to pay their tax, (the only remedy, I believe). There are few feel any anxious desire to teach. They are willing to *accommodate* us. What the remedy for this is, I do not know. I doubt whether there is any, under the circumstances. If teachers could find permanent employment, there would probably be enough ready to prepare

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

themselves thoroughly to do the work well; but there is little hope of that in this State, at present.

J. B. CLARK, Pittsfield.

WASHINGTON COUNTY.

I think the law for securing more uniform qualification of teachers works well; and in the end will secure a higher standard for the examination of teachers.

WILLIAM H. NICHOLS, Braintree.

It seems rather desirable to have uniformity in the various counties, as to the number of questions given to candidates for town certificates. In this county, last year, the number was ten; in an adjoining county, five. A teacher rejected by me obtained a certificate there.

J. W. BEMIS, Cabot.

As far as I have seen, the law in regard to the uniformity of examination of teachers, and the required standard, works well. It has been a great benefit to the schools in this town, the past year.

D. C. HOLT, Moretown.

The law for securing more uniform qualifications of teachers, as examined the past year, with the list of printed questions, has been received with a great deal of pleasure by superintendents and others, most interested in our public schools. I am sure more teachers, or persons examined, were refused certificates last year, than for twice the length of time before, from the very fact that they were not qualified. Having to depend upon their own resources for success, they failed, as they could not answer the per cent of questions required. I think it is one of the best features of the present school law.

A. P. TOWN, Woodbury.

WINDHAM COUNTY.

I am well pleased with the results of the written examination. The object of making the change was, to secure a uniform system, and thereby raise a higher standard of qualifications, which is apparent to many as the most essential object to be gained for the better education of the children of the State; and to test the virtue of the law, there is no better method than to make a vigorous enforcement of the law; and to do this, prudential committees should be chosen, who have a heart and a will in the work; and superintendents, who know their duties, and dare to do them. Parents should see that their children are at school every day, and maintain a careful scrutiny of all

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

the acts of their officials. Attend the examinations, and see whether the teachers are well qualified, and then visit the schools to encourage and sustain the teachers,

C. P. STICKNEY, Brookline.

I am very much in favor of the law requiring more uniform qualifications of teachers examined by town superintendents. Written examinations for teachers, in connection with the oral, will tend very much towards securing that uniformity. The plan worked favorably in this town the past year, and meets with the approval of all our intelligent citizens. We noticed a marked improvement in the preparation which the teachers made, between the spring and fall examinations

I was present at the meeting of town superintendents with the Secretary of the Board of Education, at Fayetteville, April 22, 1871, and was much benefitted by what was said and done at that meeting.

Some superintendents in this county who were not then present, have endeavored to belittle the work done at that meeting; but I am quite satisfied, with my present information, that had they been there to see and hear what was said and done at the meeting, and taken part in its proceedings, their criticisms would have been most favorable. At the second annual meeting, in Brattleboro, April 17, 1872, it was there made evident that superintendents generally were quite willing to have something for a "backer" when emergencies should arise.

D. L. MANSFIELD, Dummerston.

The written examination of teachers has been the means of weeding out some of the incompetent ones, and although it meets with considerable opposition, yet not more than I expected.

W. H. TALCOTT, Halifax.

I think well of the plan of written examinations. Still, I find superintendents sometimes get cheated in this way.

E. H. PETTENGILL, Rockingham.

I am much pleased with the late law adopting a standard of qualifications agreed upon by the superintendents of the county. It somewhat relieves the superintendent of the disagreeable duty of refusing certificates upon the ground of his own judgment, and the result is, it raises the standard of qualifications.

M. I. REED, Vernon.

I think the law for securing more uniform qualifications of teachers in each county has a tendency to elevate the standard of education in many of our rural districts. When would-be teachers find

TOWN EXAMINATIONS—REMARKS OF SUPERINTENDENTS.

out that they must possess at least *some knowledge* of the various branches required to be taught in our common schools, before they can obtain a license for that position, some of them, I think, will *have learned their first lesson*. Persons who were never calculated by nature, and can never be fitted by education to become, at least ordinary teachers, had better engage in some other employment, and leave the instruction of the youth, to those who are better calculated for so noble an undertaking.

R. D. BROWN, Whitingham.

WINDSOR COUNTY.

The new method of written examinations proved very satisfactory, and it certainly is a decided improvement on the old superintendent's "quiz," with its unspecified and desultory standard of qualifications. It has more closely united our local school officers with the State Board—a result well worth the new law, even if the system of examination proposed had presented no particular advantage over the old one. But the new system of written examinations must make a decided change in the generality of our teachers. In the necessity of the case, they must more thoroughly prepare themselves for their work. While the Institute examination should be as rigid as before, whose certificates should be evidence of high qualification, yet less severe, though not less careful examinations seem necessary at present, and these, it seems, are given us by the united convention of State Secretary and town superintendents. We believe the standard of these examinations should be gradually raised, until we have a near approximate to the demands of both Institute and Normal School examinations.

JOHN S. SLACK, Plymouth.

I am in favor of written examinations. Should the friends of any failing to receive a certificate, feel aggrieved, they can see for themselves the answers given, by calling upon the superintendent. If this should be done, I think complaint would cease.

R. W. HARLOW, Rochester.

The written examination of teachers I regard as a decided step in the advance, for the improvement of our common schools. Its effects are already seen in the securing of a higher grade of teachers. Many tell us that one may be a good scholar, and yet not be capacitated to teach and govern a school. This is really true; but my experience

BIENNIAL REPORT OF THE
TOWN EXAMINATIONS—MEETINGS, 1872.

has been, in visiting schools, to find the standard of a school to be often in exact ratio to the standard of qualification of the teacher. So, while it is necessary to know *enough* to teach a school, there is but little danger of knowing too much

EDWIN S. JACKMAN, Weathersfield.

MEETINGS OF 1872.

I made an attempt to commence the meetings of this year early in March; but an unsuccessful trial in one county satisfied me that this is impracticable, without a change of law. After holding one meeting, the 23d of March, while the sleighing was good, and one the 4th of April, after the breaking up of winter, the bad condition of the roads caused me to delay the holding of more meetings until near the middle of April. Even then, the roads in some parts of the State were very bad, and in some sections it was simply impossible to travel with either sleigh or wagon. Some of the roughest experience of my life in traveling across the country, was within the month of April, 1872, to attend these meetings. In some places the roads were so bad, that the mails were delayed several days, and superintendents did not receive notice of the meeting in time to attend. In some instances superintendents started for the meeting, and after trying in vain for two or three hours to get through or over the drifts of snow, they were compelled to abandon the attempt and return home. A few determined men left their horses by the way, and came on foot five, eight, and even ten miles. One superintendent in Bennington county, finding it impossible to come with his horse, walked

TOWN EXAMINATIONS—MEETINGS, 1872.

sixteen miles to the meeting, and returned home the same day, or night rather, for the meeting continued till after 7 o'clock, P. M. And one superintendent in Windham county, knowing the condition of the roads, started on horseback the day before the meeting, and succeeded in reaching Brattleboro about 11 o'clock, on the morning of the meeting. Such instances as these show that superintendents are thoroughly in earnest in this work; and they are the best guarantees of the success of this law.

As it would be impossible to hold all the meetings within the time prescribed by law, if I waited for settled roads and good traveling, I was obliged to hold the meetings,—except two which had been held as already stated—the middle and latter part of April. Two causes combined to make the attendance this year smaller than that of last year. The *first* and most potent of these was, difficulty, and in some cases impossibility, of travel; and the *second* was, that superintendents have been allowed but *one dollar* for attending these meetings, while in some instances they have been obliged to spend two, and in a few cases three days of time, and from two to five dollars for expenses for this purpose.

The date and place of meeting in each county, the number of superintendents present at the meeting, and the times fixed for the regular spring and fall examinations, are given in the following table :

TOWN EXAMINATIONS—MEETINGS, 1872.

TABLE No. 6.
*Statistics of County Meetings of Town Superintendents in
the Spring of 1872.*

Meetings.			Supts. Present.	Examinations.	
Counties.	Places.	Dates.		Spring.	Fall.
Addison.	Middlebury.	April 12	10	April 26	Nov. 15
Bennington.	Factory Point.	" 16	7	May 4	" 2
Caledonia.	St. Johnsbury.	" 23	7	" 4	" 16
Chittenden.	Burlington.	" 13	5	April 23	" 5
Essex.	Guildhall.	" 25	5	May 11	" 23
Franklin.	St. Albans.	" 4	6	April 27	" 13
Grand Isle.	North Hero.	March 23	4	" 27	" 16
Lamoille.	Hydepark.	April 22	3	May 11	" 16
Orange.	Chelsea.	" 19	2	" 4	" 23
Orleans.	Newport.	" 24	9	" 4	" 12
Rutland.	Rutland.	" 15	13	April 27	" 2
Washington.	Montpelier.	" 20	14	May 4	" 30
Windham.	Brattleboro.	" 17	11	April 27	" 23
Windsor.	W. River Junction.	" 18	12	May 4	" 16
Total.			108		

SUPERINTENDENTS PRESENT.

The following is a complete list of the superintendents
who were present at these meetings:

ADDISON COUNTY.

Bridport, C. N. Hayward.	New Haven, A. E. Leavenworth.
Bristol, T. H. Archibald.	Panton, Geo. H. Parker.
Ferrisburgh, A. B. Lyon.	Salisbury, John T. Hawkins.
Lincoln, Milton J. Stearns.	Shoreham, T. Brookins.
Middlebury, James M. Slade, Jr.	Weybridge, L. C. Patridge.

BENNINGTON COUNTY.

Arlington, F. B. Davis.	Manchester, W. S. Blaisdell.
Bennington, Miss Eliza M. Clark.	Peru, Geo. M. Wyman.
Dorset, E. M. Torrey.	Rupert, W. H. Austin.
Stamford, S. W. Webster.	

CALEDONIA COUNTY.

Barnet, J. W. Buzzell.	Peacham, Chas. A. Bunker.
Groton, S. N. Eastman.	Ryegate, J. W. Gregg.
Hardwick, J. A. Kidder.	St. Johnsbury, H. C. Ide.
Waterford, W. H. Carr.	

TOWN EXAMINATIONS—MEETINGS, 1872.

CHITTENDEN COUNTY.

Burlington, John H. French.	Essex, A. M. Butler.
Colchester, Geo. C. Chase.	Hinesburgh, J. D. Burwell.
Shelburne, A. D. Tagert.	

ESSEX COUNTY.

Bloomfield, A. A. Silver.	Granby, O. S. Rice.
Concord, J. H. Walbridge.	Guildhall, O. B. Boyce.
Lunenburg, M. D. Thomas.	

FRANKLIN COUNTY.

Fairfax, W. A. Learned.	St. Albans, R. C. Benton.
Highgate, C. G. Austin.	Sheldon, S. W. Langdon.
Richford, H. F. Woodard.	Swanton, E. J. Ranslow.

GRAND ISLE COUNTY.

Alburgh, H. L. Sowles.	Isle La Motte, H. O. Hill.
Grand Isle, Marcus O. Kinney.	North Hero, J. M. Hawricon.

LA MOILLE COUNTY.

Hydepark, J. G. Bailey.	Johnson, A. A. Mott.
Morristown, F. C. Hathaway.	

ORANGE COUNTY.

Chelsea, E. E. Herrick.	Fairlee, A. A. Paine.
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ORLEANS COUNTY.

Barton, J. W. Malcolm.	Derby, J. G. Lorimer.
Brownington, J. A. Gibson.	Holland, T. E. Ranney.
Charlestown, E. W. Clark.	Irasburgh, Z. E. Jameson.
Coventry, F. W. Dickinson.	Lowell, H. N. Hovey.
Newport, C. L. Erwin.	

RUTLAND COUNTY.

Castleton, W. T. Ross.	Pittsford, R. T. Hall.
Clarendon, H. B. Spafford.	Poultney, L. D. Ross.
Fairhaven, D. Spencer.	Rutland, S. H. Kelley.
Middletown, C. E. Taylor.	Shrewsbury, F. F. Cady.
Mt. Holly, J. M. Holton.	Sudbury, James M. Ketchum.
Pawlet, Warren Rice.	Wallingford, J. P. Farrar.
Wells, E. R. Pember.	

TOWN EXAMINATIONS—MEETINGS, 1872.

WASHINGTON COUNTY.

Barre, W. A. Boyce.	Northfield, Frank Plumley.
Berlin, J. N. Perrin.	Plainfield, Charles H. Heath.
Duxbury, A. A. Lewis.	Roxbury, A. Stanton.
Fayston, Guy H. Porter.	Waitsfield, Hiram Carleton.
Marshfield, E. L. Smith.	Waterbury, J. Copeland
Middlesex, V. V. Vaughn.	Woodbury, A. P. Town.
Montpelier, N. Newton Glazier.	Worcester, H. W. Collier.

WINDHAM COUNTY.

Athens, J. M. Powers.	Putney, Simeon W. Houghton.
Brattleboro, J. M. Tyler.	Rockingham, E. H. Pettengill.
Dummerston, D. L. Mansfield.	Vernon, Thomas Goodwillie.
Londonderry, E. W. Melendy.	Wardsboro, David Palmer.
Newfane, J. H. Merrifield.	Westminster, Alfred Stevens.

Whitingham, W. P. Jones.

WINDSOR COUNTY.

Hartford, N. B. Hazen.	Sharon, J. B. Baldwin.
Hartland, Elihu H. Pitkin.	Springfield, L. H. Cobb.
Pomfret, J. C. Sherburne.	Stockbridge, Charles W. Clark.
Reading, Gilbert A. Davis.	Weathersfield, E. S. Jackman.
Royalton, E. A. Thacher.	Windsor, Jonathan B. Farnsworth.

Woodstock, J. E. Montague.

At most of the meetings, the superintendents gave some account of the manner in which the examinations had been conducted the preceding year; of the practical operation of the law, thus far, in their respective towns; and of the difficulties they had encountered, in their endeavors to carry out its requirements. This 'class-meeting experience' was an interesting and profitable part of the meetings.

The greatest obstacle that had been found to the successful operation of this system of examinations was this:— Unsuccessful candidates, and persons who felt conscious of their inability to pass a fair examination, and hence kept away from the regular examinations, having learned the general character of the questions, and frequently the

TOWN EXAMINATIONS—MEETINGS, 1872.

questions themselves, had posted themselves on the difficult parts of these questions, and then made application for a subsequent examination either in the same or another town. As a matter of course, they generally passed at last fair written examinations, and obtained certificates. To compass this obstacle, it was decided that there should be sent from this office, to each superintendent, immediately after the regular examinations, a set of the questions used in each county of the State, for his use in examining candidates at any time after the regular examinations were over. In accordance with this plan, complete sets of questions were sent to each superintendent, immediately after the regular spring examinations. The same will be done again this fall. With each package of questions was sent a circular, of which the following is a copy:

STATE OF VERMONT.

OFFICE OF BOARD OF EDUCATION, {
Burlington, May, 1872. }

To Town Superintendents:

At the annual meetings of town superintendents, held in the several counties of the State, in the months of March and April last, it was agreed that, at any examination of teachers held subsequent to the regular spring and fall examinations, a town superintendent may use the printed questions of some other county, instead of the questions prepared for the regular examinations of teachers in his own county.

I therefore send you, herewith, sets of the questions prepared for the written examination of teachers in each of the other counties of the State.

Respectfully yours,

JOHN H. FRENCH, *Secretary.*

Learning, from the experience of the past, that it is more difficult to correctly mark the value of an answer to a question that calls for two or more different points,—*i. e.*, a question that calls for several distinct statements not necessarily closely connected;—and that ten questions form a convenient number in making up the percentage of standing; at most of the meetings this year the superintendents decided to adopt ten questions on each subject, for the greater part or all of the subjects of the written examinations; and that each question should be single,—*i. e.*, should call for but one answer, statement, or explanation. And, in a few counties, the superintendents decided to fix the time, within reasonable limits, to be given to each candidate on the written examination.

One more lesson from the experience of the past year, received attention at these meetings. In fixing the standards of qualifications for candidates, last year, no mention was made of oral examinations. Taking advantage of this omission of the superintendents, candidates in some instances, who succeeded in passing the written examinations, demanded certificates without oral examinations; and in other cases, candidates insisted on being licensed, because they had passed the written examinations, although they made so bad failures when examined orally, that the superintendents were entirely satisfied of their incompetency. To guard against such cases this year, it was decided at most of the meetings that, in addition to passing the prescribed per cent on the written examinations, candidates, to be entitled to certificates, must pass an oral examination satisfactory to the superintendent.

TOWN EXAMINATIONS—MEETINGS AND QUESTIONS, 1872.

The same general order of business was pursued as at the meetings in 1871. The regulations and general questions adopted were the same as those of last year, (see pages 121, 122 of this Report), with the addition to the former of the two following regulations :

“A written answer to each question is expected from each candidate. In case of inability to answer any question, the candidate will state the fact in writing.

“No communications with or between persons who are being examined, will be allowed.”

The questions for the written examinations in the spring, and the standards to be required of successful candidates for the present school year, are herewith submitted. The fall examinations not having yet taken place, the questions to be used at those examinations are withheld.

**QUESTIONS ADOPTED FOR THE WRITTEN EXAMINATION OF
COMMON SCHOOL TEACHERS.**

Spring Examinations, 1872.

ADDISON COUNTY, FRIDAY, APRIL 26.

Standard of Qualifications.—An average of 60 per cent; and no candidate to fall below 45 per cent on any one of the subjects in the written examination.

Arithmetic.

1. What method of notation is in most general use?
2. What is meant by a factor?
3. Give an example of the least common multiple of six numbers, three of which are prime.
4. Give an example of the process of cancellation.
5. What number is that, from which if you take $\frac{2}{3}$ of itself, the remainder will be 12?

TOWN EXAMINATIONS—QUESTIONS, 1872.

6. What fundamental arithmetical rule is indicated by a vulgar fraction?

7. Write the rule for finding the rate per cent; the principal, interest, and time being given.

8. Divide .003 by .042.

9. What is the rule for finding the true remainder, in dividing by the factors of a composite number?

10. Give an example of the use of the four signs
 $+$, $-$, \times , \div .

Grammar.

1. In what cases do common nouns become proper?

2. In what cases will adjectives not admit of comparison?

3. What are auxiliary verbs?

4. When is a verb in the infinitive mode?

5. In what cases are passive verbs followed by the objective case?

6. When is a verb in the progressive form?

7. Why has the imperative mood only one tense?

8. Give the principal parts of the verbs hit, hide, swing, swim, drink.

9. Write a sentence containing a proper noun, and a verb in the subjunctive mode.

10. Analyze and parse the words in Italics, in the following sentence:

If you will give *me what* I ask, I will let you *go*.

Geography.

1. What is the width, in degrees, of the Torrid Zone?

2. To what race of men do we belong?

3. What divisions and islands in North America are crossed by the meridian of Washington?

4. Through what bodies of water would a ship sail, in going from New York to Australia?

5. Describe St. Lawrence River.

6. Which is the largest division of South America, and what is its capital?

7. To what nation does Australia belong?

8. Through what counties of Vermont does the Vermont Central Rail-Road pass?

9. Name the islands of Vermont.

10. What town of Vermont is a peninsula?

TOWN EXAMINATIONS—QUESTIONS, 1872.

Orthography.

1. What is the distinction between a vowel and a consonant?
2. When is *y* a vowel?
3. When has *c* the sound of *k*?
4. Give words illustrating the different sounds of *i*.
5. What is the difference between accent and emphasis?
6. What is a suffix.
7. Annex the suffixes *ment*, *ed*, *age*, *ing*, and *s*, to the word *equip*.
8. Write the plurals of chimney, copy, potato, folio, and sheep.
9. Write the names of the New England States.
10. Write correctly the first column of words given below, and separate the words of the second column into syllables.

1

changeable,
 couragous,
 melencholy,
 mischief,
 comitte.

2

represent.
 wages,
 proceeding,
 occurred,
 reïnstate.

History and Civil Government.

1. When was Vermont admitted into the Union?
2. Where did the first Legislature meet?
3. For what term are state officers chosen?
4. How many members are there in the Vermont House of Representatives?
5. When and by whom was Ticonderoga captured?
6. What are the names of the thirteen original States?
7. When and by whom was Louisiana ceded to the United States?
8. What two generals of the Mexican War afterward became President?
9. Between what two cities was a telegraph line first established?
10. By whom are representatives in Congress chosen?

BENNINGTON COUNTY, SATURDAY, MAY 4.

Standard of Qualifications.—An average of 60 per cent; no candidate to fall below 40 per cent on any one subject; the answers in the written examinations to be taken as examinations in spelling, use of capital letters, and structure of sentences.

TOWN EXAMINATIONS—QUESTIONS, 1872.

Arithmetic.

1. What is Arithmetic?
2. Explain why you carry 1 for every 10, in addition.
3. What is the product in multiplication always like?
4. What is a compound number?
5. What is the value of a fraction?
6. What is the value of $\frac{4}{2}\frac{5}{3}$ added to $\frac{5}{7}$?
7. What decimal of £16 10 s. 8 d. is £5 4 s. 8 d.?
8. Explain the difference between simple and compound interest.
9. What are the solid contents of a stick of timber 15 ft. long and 1 ft. 4 in. square?
10. Extract the square root of 1,260.25, writing out the whole work.

Grammar.

1. Define Orthography.
2. When is *y* a vowel?
3. When has *c* the sound of *s*?
4. When has *c* the sound of *k*?
5. Analyze the word *sweet*.
6. What is English Grammar?
7. Write a sentence containing all the parts of speech. (The sentence may be simple, complex, or compound).
8. Compare *profound* in three ways.
9. Write the plural of *I*.
10. Define the passive voice of a verb.

Geography.

1. Bound the State of Kentucky.
2. Bound the Republic of France.
3. Name the countries of Europe that border on Mediterranean Sea.
4. Name the states that border on Ohio River.
5. Bound Bennington County.
6. In wealth, population, and commerce, what rank does New York hold among the States of the Union?
7. Define Latitude.
8. Give the latitude of Puget Sound.
9. Name the countries that lie wholly or principally in the south temperate zone.
10. Name the bodies of water that are crossed by the Equator.

TOWN EXAMINATIONS—QUESTIONS, 1872.

History.

1. When was the Independence of the United States declared?
2. When was the present Constitution of the United States adopted?
3. What is meant by "the Council of Safety" of Vermont?
4. What battle of the War of 1812 was fought on the confines of Vermont?
5. Where was the first engagement of the Revolution fought?
6. What parts of the State of Vermont were first settled?
7. What was the Nullification act?
8. What settlements were made by the Spanish, within the present limits of the United States?
9. What was the closing battle of the Revolution?
10. Which of the Presidents of the United States were military men?

Civil Government.

1. What is the fundamental law of our country called?
2. How can the Constitution of the United States be amended?
3. What form of Government is required of the several States, by the United States Constitution?
4. How is the Governor of this State chosen?
5. What constitutes the House of Representatives of the State of Vermont?

CALEDONIA COUNTY, SATURDAY, MAY 4.

Standard of Qualifications.—Candidates must pass an oral examination satisfactory to the superintendent, and an average of 65 per cent on the subjects of the written examination; no candidate to fall below 50 per cent on the written examination on any one subject.

Arithmetic.

1. Define division.
2. What is a unit?
3. Define notation.
4. What is an abstract number?
5. How many bushels of oats weigh a ton, in Vermont?
6. What are 70 lb. of hay worth, at \$27.50 per ton?
7. If a piece of land 4 rods square is worth \$40, what is 1 acre worth?

TOWN EXAMINATIONS—QUESTIONS, 1872.

8. A merchant sells muslin for \$.28 per yard, and gains 14 per cent. What did it cost him?

9. Reduce $\frac{4\frac{1}{2}}{\frac{1}{2} \text{ of } 5}$ to a decimal.

10. To what is the product of the means in a proportion equal?

Grammar.

1. Name the gender of each of the following words: doe, executor, sheep, witch, ship.

2. Mention the different classes of adjectives.

3. Compare good, generous, infinite, wisely.

4. Write the principal parts of the verb *lie*, (to recline).

5. Change the following into the passive form:

Exercise and temperance promote health.

6. Parse each of the words in the following sentence:

Sing me a song, O nightingale.

7. What is the difference between a personal and a relative pronoun?

8. Write a complex sentence.

9. Why is the following sentence incorrect?

Let every one mind their own business.

10. What is the difference between Iambic and Trochaic verse?

Geography.

1. Define Geography.

2. What is the rank of Vermont, among the New England states, as to size?

3. The shores of what countries are washed by the Pacific?

4. What waters does the strait of Gibraltar connect?

5. Name three of the principal mountain ranges of each hemisphere.

6. What is the difference between a strait and an isthmus?

7. Which place has the longest day, Montreal or New York, and why?

8. By what channels do the waters of Vermont find their way to the Ocean?

9. Describe the longest river of the United States.

10. Mention proofs that the earth is round.

History.

1. When did the colonies declare their independence?

2. When did the war of the Rebellion commence?

TOWN EXAMINATIONS—QUESTIONS, 1872.

3. Mention five prominent Generals of the Revolution.
4. What Presidents have held office eight years?
5. When did the last war with Great Britain begin?
6. What territory did the United States acquire, by the war with Mexico?
7. What colonies formerly laid claim to Vermont?
8. What battle was fought on the borders of Vermont, in the war of 1812?
9. Who is Governor of Vermont?
10. Name three prominent men in the history of Vermont.

CHITTENDEN COUNTY, TUESDAY, APRIL 23.

Standard of Qualifications.—An oral examination satisfactory to the superintendent, and an average of 75 per cent on the three subjects in the written examination; and the answers in the written examination to be taken as an examination in spelling, use of capital letters, and structure of sentences.

Arithmetic.

1. Define number.
2. How would you aid the pupil in obtaining the idea of number?
3. State the difference between a simple and a compound number.
4. What is Division?
5. Divide 5,873 by 84, using the prime factors of the divisor; and find the true remainder.
6. What is the unit of a fraction?
7. Make the signs used to indicate arithmetical operations.
8. What is the process for finding the greatest common divisor?
9. Give the method for computing taxes.
10. Reduce $\frac{2\frac{1}{2}}{\frac{1}{3} \text{ of } 3}$ to a decimal.
11. What is the scale of simple numbers?
12. When will the quotient be an abstract number?
13. At 6 per cent, to how much will \$100 amount in three years, at annual interest?
14. What will it cost to carpet a room 18×22 feet in size, at \$2.62 $\frac{1}{2}$ per square yard?
15. What is the difference between 4 times 9 and the square of 9?
16. Divide an integer by a fraction.
17. Write thirty-eight million one hundred eight.

TOWN EXAMINATIONS—QUESTIONS, 1872.

18. If $2\frac{1}{2}$ tons of hay are worth \$37 $\frac{1}{2}$, how much will 7 tons be worth? (Perform by analysis.)

19. If by selling sugar at \$11 per pound, I gain 10 per cent, how much per pound does it cost me?

20. Given, the base and hypotenuse, to find the perpendicular.

Grammar.

1. Define English Grammar.
2. Define Orthoepy.
3. When has the letter *c* the sound of *s*, and when the sound of *k*?
4. Define analysis.
5. Define a complex sentence.
6. What are the principal elements of a sentence?
7. Give the distinctions between relative and personal pronouns.
8. Decline it, lady, who, church.
9. Compare simple, bad, swiftly, hopelessly.
10. How is the passive voice of English verbs formed?
11. Give the synopsis, in the first person singular number, of the verb *make*, in both voices.
12. State the difference between the signification of the Subjunctive and Infinitive Modes.
13. What class of verbs is used in both the active and passive voices?
14. In the following sentence, what part of speech is each of the words? I told him that that horse was the one that I sold.
15. Correct the five errors in the following sentence: neither James or John recite their lessons good.

Geography.

1. What is the difference between Physical and Political Geography?
2. Explain why it is that a place on the Equator has no latitude.
3. Mention the mountain ranges of Asia.
4. Define a continent.
5. Name three of the rivers of Africa.
6. Define a strait.
7. Where Does Potomac River empty?
8. What is the difference between an isthmus and a strait?
9. What is the rank of Vermont among the New England States, as to size?
10. Describe Connecticut River.
11. Name the four largest tributaries of the Mississippi.

TOWN EXAMINATIONS—QUESTIONS, 1872.

12. On what waters would a vessel sail, in going from Constantinople to Hamburg?
13. Which place has the longest day, Montreal or New York?
14. The shores of what countries are washed by the Atlantic?
15. If the earth is 3,000,000 miles nearer the sun in January than in June, why is it colder here in the former month than in the latter?

ESSEX COUNTY, SATURDAY, MAY 11.

Standard of Qualifications.—An oral examination satisfactory to the superintendent, and an average of 60 per cent on the written examination; and no candidate falling below 50 per cent on any one subject in the written examination, to receive a certificate.

Arithmetic.

1. What is Arithmetic?
2. Name the different ways of writing numbers.
3. What is the law of increase and decrease, in the writing of numbers?
4. How would you aid the pupil in obtaining an idea of number?
5. Make five signs used to indicate arithmetical operations.
6. What is the writing of numbers called?
7. Reduce $\frac{2\frac{1}{2}}{\frac{1}{3} \text{ of } 2}$ to a simple fraction; also to a decimal.
8. What is the difference between a fraction and a whole number?
9. How many gallons would be required, to fill a box that would contain 1 cord of wood?
10. What is percentage? What is the difference between annual and compound interest?

Grammar.

1. Define a proper noun.
2. What is case?
3. Write the possessive case, both singular and plural, of the following words: sheep, ox, boy, thief, spoonful.
4. What is a participle?
5. Define voice; and tell what class of verbs can be used in the different voices.
6. In what tenses of what mode is the form of the verb changed, when the person of its subject is changed in the singular number?

TOWN EXAMINATIONS—QUESTIONS, 1872.

7. Write a sentence containing a verb in the potential mode.
8. Correct the errors in the following sentence:
Me and him goes to school.
9. Define analysis.
10. Analyze the following couplet:
The moon-beam kissed the holy pane,
And threw on the pavement a bloody stain.

Geography.

1. What is the effect of the Gulf Stream on the climate of Western Europe?
2. What counties in Vermont are drained by Connecticut River?
3. Bound the United States.
4. Mention the capital cities of all the states and territories bordering on British America.
5. Name three of the rivers of Africa.
6. Mention three Limited Monarchies.
7. The shores of what grand divisions are washed by the Atlantic?
8. Which extends farther south, Vermont or Canada?
9. What country in Europe has the largest area?
10. Why are there no large rivers in South America emptying into the Pacific Ocean?

History.

1. Who was President at the commencement of the Rebellion?
2. What can you say of Ethan Allen?
3. When and where was the first permanent settlement made in the United States?
4. Name three prominent men in the history of Vermont.
5. Give the leading events in the life of Washington.
6. Name six prominent actors in the Revolution, three on each side.
7. Who was Gen. John Stark?
8. What happened to the city of Washington, in the war of 1812?
9. Give some account of the treason of Arnold.
10. Who was Patrick Henry?

Orthography.

1. Define Orthography?
2. How many of the letters of the English alphabet are vowels?
3. What is a diphthong?

TOWN EXAMINATIONS—QUESTIONS, 1872.

4. How many sounds has *a*?
5. Give the rule for annexing the suffix *ing* to words.
6. What is a primitive word?
7. What is a prefix?
8. What is accent?
9. Write the following words, and separate them into syllables: impossibility, moneys, sociability, conscience, business.
10. Spell correctly the following words: counsellor, transparensy, seenry, appraisal, interresting, physitia, analyse, intercede, reciept, nemitive.

FRANKLIN COUNTY, SATURDAY, APRIL 27.

Standard of Qualifications.—An average of 65 per cent on the written examination and an oral examination in Reading; and no candidate who falls below 50 per cent in any one subject, on a written examination, to receive a certificate.

Arithmetic.

1. Multiply the difference between MMDCCXLIV. and 1809, by $20,007 \div 2223$.
2. How many rolls of paper, each 9 yd. long and $\frac{1}{4}$ yd. wide, will paper the walls of a room 22 ft. long, 16 ft. wide, and 9 ft. high?
3. Define a concrete number; an abstract number; a prime number.
4. What is a unit? What is the unit of a fraction?
5. What is the difference between common and decimal fractions?
6. Multiply .00037 by 2.0083, and add the product to $64.2 \div .003$.
7. Define percentage; and give the difference between 100 with 15 per cent added, and 115 with 15 per cent subtracted.
8. What is the difference between the annual and the compound interest of \$2006.875 for 4 yr 9 mo. 24 da.?
9. When gold is worth \$1 10 in currency, how much gold will \$1.00 in currency buy?
10. Change an English pound to U. S. money.

Grammar.

1. What is Grammar?
2. Define the principal parts of English Grammar.
3. Write a sentence containing all the parts of speech, and mark them.

TOWN EXAMINATIONS—QUESTIONS, 1872.

4. Name the punctuation marks used in writing.
5. Give the tenses of the different modes.
6. Define the subject and the predicate of a sentence.
7. Analyze the following, and parse the words in Italics:

The boy *stood* on the burning deck,
Whence all but him had fled.

8. What is an auxiliary verb?
9. How is the plural of nouns ending in *y* formed?
10. Punctuate and supply capitals to the following:
on the first friday of aug the methodists will hold a convention in
boston they will be addressed by rev dr white g black esq and
others.

Orthography.

1. What are the uses of the hyphen?
2. Give the rules for the use of capital letters.
3. Define a trisyllable.
4. Give five examples of compound words.
5. Annex *ed*, *ing*, and *s* to the words *hate*, *quiet*, *afflict*, and *clamor*.
6. What is the difference between a vocal and a subvocal?
7. Write the following words, divide them into syllables, and mark the accent: Commercial, ungrammatical, international.
8. What is an improper diphthong?
9. What is a silent letter?
10. How many sounds does the letter *a* represent? Give a word illustrating each sound, and mark the letter so as to indicate the sound.

Geography.

1. Where is the island of San Domingo situated?
2. Give a geographical description of Connecticut River.
3. Bound France; bound Pennsylvania.
4. Of the New England States, how does Vermont rank as to area?
5. Define a Limited Monarchy, and mention three prominent governments of that kind.
6. Why are there no large rivers in South America emptying into the Pacific?
7. Which is the largest body of fresh water in the U. S.?
8. Name the different races of men.
9. Name the mountain range of Asia.
10. Between what parallels of latitude is Vermont situated?

TOWN EXAMINATIONS—QUESTIONS, 1872.

History and Geography of Vermont.

1. Name three generals of the Union Army in the war of the Rebellion, who were residents of Vermont.
2. What Governors of Vermont resided in Franklin county?
3. When was the battle of Hubbardton fought; who were the commanders; and what forces were engaged in that battle?
4. Name three prominent men in the history of Vermont.
5. Name and locate the Islands in Lake Champlain.
6. Name the interior counties of Vermont.
7. Name the shire towns of the counties of Vermont.
8. Bound this State; this county; this town.
9. Mention the towns in this county not intersected by a railroad.
10. What are the principal rivers of Vermont? Where do they empty?

GRAND ISLE COUNTY, SATURDAY, APRIL 27.

Standard of Qualifications.—60 per cent.

Arithmetic.

1. What is the process for finding the greatest common divisor?
2. What is notation? Express in words .324067.
3. What is the difference between 4 times 9 and the square of 9?
4. Given, the base and perpendicular, to find the hypotenuse.
5. How many rolls of paper, each 9 yd. long and $\frac{1}{4}$ yd. wide, will paper the walls of a room 22 ft. long, 16 ft. wide, and 9 ft. high?
6. What is present worth? How is it found?
7. Find the cost of 3 T. 14 cwt. 3 qr. 18 lb. of English iron, at 8 $\frac{1}{2}$ cents per pound.
8. At 6 per cent, to how much will \$100 amount in 3 years,—
 - 1st. At simple interest?
 - 2d. At annual interest?
 - 3d. At compound interest?
9. What is the difference between $\frac{4}{7} \times \frac{5}{7}$ and $\frac{4}{7} + 75$?
10. Divide $\frac{3}{5}$ by $\frac{4}{7}$, and give the reasons for the process.

Grammar.

1. Write a sentence containing all the parts of speech, and mark them.
2. Define the different modes.
3. Define a participle.

TOWN EXAMINATIONS—QUESTIONS, 1872.

4. Punctuate and supply capitals to the following:
on the first friday of aug t e methodists will hold a convention a
boston they will be addressed by rev dr white g black esq and others.
5. Compare the adjectives good, happy, simple, much, bad.
6. Give the principal parts of the verbs go, lie, am, sit, hate.
7. Analyze the following, and parse the words in *Italics*:
“ The boy *stood* on the burning deck,
Whence all but him had fled.”
8. Name the marks of punctuation used in writing.
9. Give four pronouns of different classes, and state to what class each of them belongs.
10. What is English Grammar?

Geography.

1. What do you understand by the Y of the Green Mountains? What county or counties lie wholly in it?
2. Name, in order, the waters a block will pass through, in floating from Chicago to the Atlantic Ocean.
3. What strait leads into the Red Sea?
4. What states border on the Ohio?
5. Name the largest river in the world.
6. Which is farther north, Quebec or London?
7. Name the three highest mountain peaks of Vermont.
8. On what rivers are Brattleboro, St. Johnsbury, Montpelier, Rutland, and Woodstock situated?
9. On what river is the city of Paris situated?
10. Name the shire towns of the counties of Vermont.

Orthography.

1. What is Orthography?
2. What is a letter? Into what two general classes are the letters of the English alphabet divided?
3. What is a word? What is it to define a word?
4. What do letters represent? How many vowel sounds are there? How many consonant sounds?
5. Spell the following words: counselor, transparency, redness, scenery, appraisal, interesting, physician, analyze, intercede, mischievous.
6. What is a suffix?
7. What is a prefix?
8. Give five examples of compound words.
9. What is accent? What is its use?

TOWN EXAMINATIONS—QUESTIONS, 1872.

10. Write correctly the following words, separate them into syllables, and mark the proper accent: inflammability, accomodation, moneys, chimnies, ensuing.

U. S. History.

1. Who was President at the commencement of the rebellion?
2. When and where was the first permanent settlement made in the United States?
3. What battles were fought in Vermont during the Revolution?
4. When and where was the first blood shed in the Revolutionary war?
5. When did the Colonies declare their independence?
6. What can you say of Benjamin Franklin? Of La Fayette?
7. Give an account of the origin of the name America.
8. By what people was Grand Isle County first settled?
9. What two colonies formerly laid claim to Vermont?
10. What can you say of Ethan Allen?

LAMOILLE COUNTY, SATURDAY, MAY 11.

Standard of Qualifications.—An oral examination satisfactory to the superintendent, and an average of 65 per cent on the written examination; no candidate to fall below 50 per cent on any one subject in the written examination; and for all candidates examined subsequent to the regular examinations, 10 per cent additional.

Arithmetic.

1. Define least common multiple, denominate number, present worth, and annual interest.
2. Write the principles of multiplication.
3. When will the quotient be like the dividend?
4. Reduce $\frac{\frac{1}{2} \text{ of } 2\frac{1}{2}}{(\frac{1}{2} - \frac{1}{4})} \times 2$ to a simple fraction.
5. What is the value of a pile of wood 216 feet long, 8 feet high and 4 feet 4 inches wide, at \$3.37½ per cord?
6. How many farms of 80 A. each in 4 sections of Government land?
7. Divide 17 hundred-thousandths by 3½.
8. What is the annual interest of \$100 from April 1, 1868, to July 10, 1872?

TOWN EXAMINATIONS—QUESTIONS, 1872.

9. What is the present worth of \$250, due on the 11th day of July next?

10. How long a ladder would be required, to reach up 25 feet on a building, the foot resting 10 feet from the base of the building?

Grammar.

1. When may the subjunctive mode be properly used?
2. Name the parts of speech, and give an illustration of each.
3. Define case, mode, conjugation, syntax, and a participle.
4. Mention the classes of adjectives, and give an illustration of each class.
5. Compare bad, white, round, superior, abundant.
6. Write a complex, declarative sentence.
7. Write the participles derived from sit and lay.
8. When should periods be used?
9. Give the syntax of the words *Italicized* in the following sentence:

The building *built* of brick, *was* two hundred *feet* long.

10. Correct the errors in the following sentence:

His coat sets good.

Geography.

1. Bound Lamoille County.
2. Bound Missouri.
3. Name the countries of South America that border on the Atlantic Ocean.
4. Name the longest river in Africa.
5. What countries are separated by the Strait of Gibraltar?
6. Locate Athens.
7. Name the counties in Vermont bordering on New Hampshire.
8. Name and locate the highest mountain in Europe.
9. Name the title of the ruler of Prussia.
10. What states on the Atlantic are in the same latitude as California?

History and Civil Government.

1. When was the Constitution of the United States adopted?
2. Into what departments is the Government of the United States divided?
3. What are the duties of the Executive Department?
4. Of how many members does the Senate of the United States consist?

TOWN EXAMINATIONS—QUESTIONS, 1872.

5. Name five navigators who made important discoveries in the New World.
6. When and by whom was Mississippi River discovered?
7. When was the first permanent settlement made in America?
8. In what year was Washington elected President?
9. What acts of Ethan Allen made him famous in the history of Vermont?
10. What states opposed the admission of Vermont into the Union?

Orthography.

1. What is a word?
2. What is a prefix?
3. Indicate the sound of *c* by the proper sign or mark, in the words cape, cent, citron, cone, cap.
4. When has *g* its soft sound, or the sound of *j*?
5. What is a primitive word? Give an example.
6. Define Orthography.
7. Write five compound words connected by hyphens.
8. Give the rule for annexing the suffix *ing* to words.
9. Explain the difference between the orthography and the orthoepy of a word.
10. Spell correctly the following words, divide them into syllables, and mark the proper accent; vehemance, mischievous, calafornia, superintendant, comittee.

ORANGE COUNTY, SATURDAY, MAY 4.

Standard of Qualifications.—On the 4th day of May, 60 per cent in Arithmetic, Geography, and Grammar; and 50 per cent in Orthography and History; and 15 per cent above these standards, at any time after that date.

Orthography.

1. Indicate the proper sounds of the vowels in each of the following words, by the proper marks: gold, wolf, ball, me, marine.
2. Mark *c* and *g* in the following words, to indicate their proper sounds: cat, cent, gig, gill, goal.
3. How many sounds has the letter *c*?
4. How many vowel sounds are there?
5. What is a vocal?

TOWN EXAMINATIONS—QUESTIONS, 1872

6. Spell correctly, and divide into syllables, the following words: incompattable, attendance, superfitial, etymology, rarify.

7. What is a suffix?
8. Add three suffixes to the word singe.
9. What is a prefix?
10. Give the rule for spelling monosyllables.

Arithmetic.

1. Define a compound number.
2. Write the table of square measure in proper form, with correct abbreviations.
3. What is percentage?
4. What is the unit of a fraction? Give examples.
5. What is a fractional unit? Give examples.
6. Divide $\frac{3}{4}$ by $\frac{2}{3}$; from the quotient subtract $\frac{1}{12}$, and multiply the difference by 19, indicating each step by the proper sign.
7. Reduce 4 s. 9 d. to the decimal of a pound.
8. What is the difference between 4 times 9 and the square of 9?
9. Of what practical use is the rule for finding the greatest common divisor?
10. At \$1.25 per foot in length, what cost a pile of 100 cords of wood which is 6 ft. high and 8. ft wide?

Grammar.

1. What is a sentence?
2. What is a participle?
3. Give the principal parts, and the participles of the verbs go, drink.
4. Analyze and parse the following sentence:
Whatever is, is right.
5. Give the different classes of conjunctions, and explain their use.
6. What do we mean by an indirect object?
7. Give five adjectives which do not admit of comparison.
8. Of what does Etymology treat?
9. To what only should the pronoun *who* refer?
10. Decline I, lady, he.

Geography.

1. What is caused by the inclination of the earth's axis to the plane of its orbit?
2. What is the width of the North Temperate Zone?
3. Name in order, beginning at the north, the principal rivers of the Atlantic slope.

TOWN EXAMINATIONS—QUESTIONS, 1872.

4. Name the five largest towns in Vermont.
5. Explain the difference between a mountain range and a mountain system.
6. What large cities are on or near the 41st parallel of latitude?
7. What remarkable valley in the western part of the United States?
8. What is the difference between a strait and an isthmus?
9. On what waters would you sail, in taking a ship loaded with ore, from the head of Lake Superior to the Atlantic?
10. Which is the left bank of a river?

History.

1. When was Vermont admitted into the Union?
2. Who was the first Governor of Vermont?
3. Name the thirteen original States.
4. When and by whom was New York settled?
5. Where was the last battle of the Rebellion fought?
6. Where was Abraham Lincoln born?
7. Where did the first Congress meet?
8. Mention five important battles of the Rebellion.
9. Which State has the greatest number of senators in Congress?
10. Who was Prof. Morse?

ORLEANS COUNTY, SATURDAY MAY 4

Standard of Qualifications.—An oral examination satisfactory to the superintendent, and an average of 60 per cent on the written examination; for all candidates examined subsequent to the regular examinations, an average of 75 per cent; and the answers in the written examination to be taken as examination in spelling and penmanship.

Arithmetic

1. State the process for subtraction.
2. Which of the terms in multiplication is an abstract number?
3. Divide 48 hundredths by 12 thousandths.
4. What is the value of $\frac{(6\frac{1}{2} + 10\frac{1}{9}) \times 12\frac{3}{5}}{12\frac{3}{7}}$?
5. Reduce 8,673 feet to a compound number.
6. What is the annual interest of \$536 for 3 yr 5 mo. 3 da.?

TOWN EXAMINATIONS—QUESTIONS, 1872.

7. If a man sell a horse for \$140 and lose 30 per cent, what would be the gain or loss, if it had been sold for \$230?

8. The cost of a school for the year is \$275; the grand list of the district is \$1,100. What is B's tax, whose real estate is prized at \$5,800, and personal property at \$2,300, and who owes \$1,250?

9. What is the square root of 179.56?

10. What is the process called for finding one of three equal factors of a number?

Grammar.

1. Define spelling.

2. How are words classified, in Orthography?

3. Name the parts of speech.

4. Define a participial adjective.

5. Into how many classes are nouns divided?

6. Define tense.

7. Define a sentence.

8. Parse the Italicised words in the following sentence:

I told *him* *that* the stream ran rapidly, and he *ought* not to *attempt* to cross it.

9. Define Syntax.

10. Correct the following sentence:

Between you and I there is a difference.

Geography.

1. Which diameter of the earth is the longer?

2. How many degrees in breadth is each of the temperate zones?

3. What are the principal causes of the change of seasons?

4. Name the principal mountain ranges of Asia.

5. Through what channel do the waters of this county reach the Ocean?

6. What waters will a ship pass through, in sailing from London to Constantinople?

7. Locate the Empire of Japan.

8. Name the southern cape of Africa.

9. Name the four highest mountain peaks in Vermont.

10. Draw a map of New England, showing the boundaries of each State, the principal rivers and mountains, and locating the capital of each State.

History.

1. What was the first battle of the American Revolution?

2. Who was General Braddock? Where was he defeated, and by whom?

TOWN EXAMINATIONS—QUESTIONS, 1872.

3. Who is the President of the United States? How was he elected?
4. Of what nation were the Puritans?
5. After whom was the American Continent named?
6. What settlements were made by the Spanish, within the present limits of the United States?
7. How is the Governor of this State elected?
8. How is the House of Representatives of the United States composed?
9. What causes led to the second war of the United States with Great Britain?
10. Who was Patrick Henry, where did he live, and what was his influence on the men of his times?

RUTLAND COUNTY, SATURDAY, APRIL 27.

Standard of Qualifications.—65 per cent in Arithmetic, Geography, and Grammar; and 50 per cent in History and Civil Government.

Arithmetic.

1. Explain the process, in subtraction, commonly called borrowing ten.
2. Give the rule for reducing fractions having different denominators to others having a common denominator, with the reason for each step.
3. Divide $\frac{\frac{4}{7} \text{ of } 7\frac{1}{2}}{\frac{3}{8} \text{ of } 11}$ by $\frac{\frac{5}{9} \text{ of } 14}{\frac{1}{7} \text{ of } 17}$.
4. Reduce $\frac{3}{7}$ of a foot to the decimal of a rod.
5. What will be the cost of building a wall $37\frac{1}{2}$ rd. long, $5\frac{1}{2}$ ft. high, and $1\frac{1}{2}$ ft. thick, at $8\frac{1}{2}$ cts. per cubic foot?
6. What is the difference between the simple and the annual interest of \$367.75, for 3 yr. 6 mo. and 15 da.?
7. What is the present worth of \$111.67 due in 3 yr. $\frac{1}{4}$ 4 mo. and 11 da.?
8. Bought 60 barrels of flour at \$7 per barrel, kept it 4 mo., and then sold it for \$8.50 per barrel on 8 mo. credit. What per cent did I gain, paying $7\frac{3}{10}$ per cent for the use of money?
9. Express sixteen trillion three billion fifteen million one, in figures.
10. What is a prime number?

TOWN EXAMINATIONS—QUESTIONS, 1872.

Grammar.

1. What is English Grammar?
2. Write the plurals of valley, study, money.
3. Define each part of speech.
4. Name the properties of nouns.
5. How do you distinguish the different cases of nouns?
6. Which are the only two tenses that change the termination of the verb in conjugation?
7. How do conjunctions differ from prepositions?
8. How does a sentence differ from a phrase?
9. For what is the interrogation point used?
10. Parse the italicized words in the following sentence:
"Let him *go*, *for* his heart is *fixed* upon his country's *good*."

Geography.

1. What states border on the Atlantic Ocean?
2. How would you go by water from New York City to Pittsburg, Penn.?
3. Name the four principal tributaries of the Mississippi.
4. Why is the climate of the British Isles milder than that portion of the Atlantic seaboard in North America situated in the same latitude?
5. Name three of the principal mountain ranges of each hemisphere.
6. Name the five largest cities of the U. S., in the order of their size.
7. What bodies of water does the strait of Gibraltar connect?
8. What do you understand by the Y of the Green Mountains?
9. By what channels do the waters of Vermont find their way to the ocean?
10. Define a Monarchy, an Aristocracy, and a Republic; and give an example of each.

History.

1. Mention the four prominent wars in which the United States have been engaged.
2. What body of water was named after the first white man that visited Vermont?
3. What can you say of Ethan Allen?
4. Who commanded the Americans at the battle of Bennington?
5. Where was the first blood shed in the Revolutionary War?
6. Give an account of the origin of the name America.

TOWN EXAMINATIONS—QUESTIONS, 1872.

7. What can you say of Prof. Morse?
8. Give a brief history of Abraham Lincoln.
9. Where was the first blood shed in the Rebellion?
10. Give the names of the leading Union and Rebel commanders at the battle of Gettysburg.

Civil Government.

1. Who is the Chief Justice of the United States Supreme Court?
2. By whom was the U. S. Constitution drafted?
3. For what offences may the President be impeached?
4. How many Judges compose the Supreme Court of Vermont?
5. How may the U. S. Constitution be amended?
6. Where are county officers elected?
7. When does the Lieutenant Governor discharge the duties of Governor?
8. For how long a term are our State officers elected?
9. Of what two branches does Congress consist?
10. What State has the largest number of members in the U. S. Senate?

WASHINGTON COUNTY, SATURDAY, MAY 4.

Standard of Qualifications.—An oral examination satisfactory to the superintendent, and an average of 65 per cent on the written examination; no candidate to fall below 50 per cent on any one subject in the written examination, History excepted.

Arithmetic.

1. What uses has Arithmetic?
2. Express in figures, three billion nine million one hundred eight thousand five.
3. In multiplication, what will the product be like?
4. In division, what will the quotient equal?
5. Resolve or separate 72 into its prime factors.
6. Upon what does the value of a fraction depend?
7. Reduce $\frac{56\frac{5}{9}}{3}$ to a simple fraction.
8. Removing the decimal point one place to the left, has what effect upon a number?

TOWN EXAMINATIONS—QUESTIONS, 1872.

9. What number, increased by 20 per cent of itself, is equal to 800?
10. What is the distance from the center to either corner of a room 20 ft. long by 15 ft. wide?

Grammar.

1. Define Grammar.
2. Of what does Etymology treat?
3. Name the parts of speech.
4. Define a proper noun.
5. How is the possessive, plural, of nouns formed?
6. Name the personal pronouns.
7. What is a verb?
8. What is the conjugation of a verb?
9. Write a sentence containing a verb in the subjunctive mode.
10. Parse the words in Italics, in the following sentence:
"The deed *was made yet darker* by the profession of friendship."

Geography.

1. Name three capes on the coast of New England.
2. Describe the principal mountain range in Vermont.
3. Name the Middle States.
4. Locate the North Temperate Zone.
5. Give the boundaries of Washington county.
6. Define a Republican form of government.
7. Bound Connecticut.
8. Name the counties on the western border of Vermont.
9. Locate Lake Erie.
10. What is the general direction of Colorado River, and into what does it empty?

History.

1. What governments laid claim to Vermont, previous to its admission into the Union?
2. Name three men prominent in the early history of Vermont.
3. What battles have occurred in Vermont?
4. During what years did they occur?
5. When was Montpelier made the capital of Vermont?
6. Who was on the throne of England, during the American Revolution?
7. Name some of the principal causes of the American Revolution.
8. What was the stamp act?
9. Where did the first Continental Congress meet?
10. Define the original territory of Massachusetts.

TOWN EXAMINATIONS—QUESTIONS, 1872.

Orthography.

1. Define a vowel.
2. When has *c* the sound of *k*?
3. Define a polysyllable.
4. What is a diphthong?
5. What is a primitive word?
6. What is a compound word?
7. Write words giving the three sounds of *u*.
8. In the formation of a derivative word, when is the final *e* of the primitive rejected?
9. What is a prefix?
10. Spell correctly the following words:

1. Hinderance	11. Brittish
2. Wondrus	12. ulogize
3. Saleable	13. Assesor
4. tracable	14. attachment
5. Partridge	15. licence
6. Necesarry	16. sureties
7. Embarressment	17. treasury
8. Eying	18. boilers
9. remittle	19. commisioner
10. Base-vial	20. Scohllar

WINDHAM COUNTY, SATURDAY, APRIL 27.

Standard of Qualifications.—On Saturday, April 27, 60 per cent; subsequent examinations, 15 per cent higher.

Arithmetic.

1. Define a prime number; a prime factor.
2. What is notation? Express in words, .048547.
3. Find the cost of 3 T. 14 cwt. 3 qr. 18 lb. of English iron, at 3½ cents per pound.
4. Express by figures one sextillion twenty-five.
5. What are the superficial contents of one side of a cube containing 389.017 cubic feet?
6. What is the length of a line reaching from the top of a pole 40 feet high, to a point on a plane 20 feet from the foot of the pole?
7. What is the present worth of \$100 due, in 1 yr. 7 mo. 24 da.

TOWN EXAMINATIONS—QUESTIONS, 1872.

8. Bought a horse for \$175, and sold him for four fifths of eleven sevenths of his cost. What per cent did I gain?

9. What is the value of a pile of wood 16 ft. long, 4 ft. wide, and $6\frac{1}{2}$ ft. high, at \$3.56 $\frac{1}{2}$ per cd.?

10. At 5 per cent, what principal will amount to \$725 in 9 years?

Grammar.

1. What division of Grammar treats of the formation of words?

2. Write the plural of penny, pailful, wife, man-servant, talisman.

3. Write a sentence containing a collective noun followed by a verb in the singular number,

4. Decline *who*, in both numbers.

5. Correct the errors in the following sentence:

Name each king of England in succession.

6. What properties or accidents have noun?

7. Give the rule for the proper use of the words *a* and *an*.

8. In what tenses is the potential mode used?

9. Give the principal parts of the verbs *go*, *lie*, *am*, *sit*, *hate*.

10. Analyze the following couplet, and parse the words in *italics*:
"Under the blue New England skies,
Flooded with sunshine, a valley lies."

Geography.

1. What counties in Vermont are drained by Connecticut River?

2. By what channels do the waters of Vermont find their way to the ocean?

3. Name the six largest cities of the United States, in order of size.

4. In crossing the continent, in a direct line, from New York to San Francisco, what large rivers and what mountain ranges would you cross?

5. Name the states, in order, that have any sea coast, commencing with Maine.

6. When are the days and nights of equal length in all parts of the earth; and why?

7. The shores of what countries are washed by the Atlantic?

8. What states are drained, wholly or in part, by the Mississippi and its tributaries?

9. What bodies of water are connected by Behring Strait?

10. What ten seas are in and around Europe?

TOWN EXAMINATIONS—QUESTIONS, 1872.

WINDSOR COUNTY, SATURDAY, MAY 4.

Standard of Qualifications —An average of 60 per cent; no candidate to fall below 40 per cent on any one subject; and for all candidates examined subsequent to the regular examinations in May and November, the standard to be 20 per cent higher.

Arithmetic.

(Write out the solution of each problem.)

1. What are the names of the first, third, and fifth periods, in numeration of integers?
2. What is a prime factor?
3. What is the difference between a factor and a root of a number?
4. What is a fraction?
5. Name the different kinds of fractions.
6. $(2\frac{1}{2} + \frac{4}{7} - \frac{1}{2}) \div (1\frac{6}{7} \times 4\frac{1}{3} \div \frac{8}{9}) =$ what number?
7. What is the interest of \$365 for 2 yr. 4 mo. 20 da.?
8. What is discount?
9. Extract the square root of 1,849.
10. A pile of 100 cords of wood is 6 feet high and 8 feet wide. What is its length?

Grammar.

1. When has *c* the sound of *s*, and when the sound of *k*?
2. Give the rule for the comparison of adjectives.
3. What is a verb?
4. What are the uses of the potential mode?
5. Give the principal parts of the verbs *do*, *bid*, *dare*, *ought*, *walk*.
6. State the difference between a monosyllable and a polysyllable.
7. What is an adverb?
8. Parse the Italicized words in the following sentence:
To give *it* an *ear* then, *is* wise in man.
9. Spell correctly, divide into syllables, and mark the accent of the following words: *raison*, *valeese*, *sepperate*, *changing*, *roily*.
10. Of what does Prosody treat?

Geography.

1. Define the term Geography.
2. Give the names of the grand divisions of the earth.
3. Name the political divisions of Europe.
4. Name three of the principal rivers of Asia.

TOWN EXAMINATIONS.

5. Name the political divisions of North America.
6. Write the names of the territories of the United States.
7. What states border upon the Mississippi?
8. Give the geographical position of Vermont.
9. What are the physical features of Vermont?
10. Name and locate five of the principal towns in this State.

History and Civil Government of Vermont.

1. When was Vermont discovered?
2. When was Vermont admitted into the Union?
3. When was the first settlement made in Vermont?
4. How is the Governor of this State chosen?
5. What are the duties of the Governor, in time of peace?

Reading.

1. What is Reading?
 2. Name the several marks of punctuation.
 3. State the difference between a direct and an indirect question.
 4. What inflection is required at the interrogation point?
 5. What effect has the dash, in connection with any other mark of punctuation?
-

The prosperity and efficiency of our schools depends more upon the qualifications of the teachers, than upon any other one thing. If they are well qualified, we shall have good schools, and not otherwise. Every one of the four thousand to five thousand candidates annually examined for certificates, is interested in the character of the questions used at the town examinations, as is also every one intending to apply for examination hereafter. Nor are these the only parties interested in these questions. Prudential committees are interested in them, parents are interested in them, and the most advanced pupils in the common schools throughout the State are interested in them. So also are the teachers and pupils in all the nor-

TOWN EXAMINATIONS—PRIVATE EXAMINATIONS.

mal schools, academies, seminaries, high schools, and the better class of select schools interested in them. It is probable that no other topic discussed in this Report, will present so much of interest to teachers, pupils, and school officers, as this article, and especially as these examination questions. In view of these facts, I feel justified in occupying so large a portion of this Report with the questions used at the last three semi-annual examinations of teachers throughout the State.

PRIVATE EXAMINATIONS.

Large numbers of poorly qualified persons, doubtful of their ability to pass a creditable examination, or conscious of their inability to do so, absent themselves from the regular examinations, and afterward make application to superintendents for private examinations. This course effectually defeats the requirement of law, that "The examination of teachers by town superintendents shall be public," inasmuch as no public notice of such examination having been given by the superintendent, no spectators are present, and the examination becomes practically private. Now, this does not seem to be just to those teachers who, in compliance with the law, have been publicly examined. Nor does it seem to be just to the superintendents; for they must either give nearly as much time to the examination as would be required to publicly examine teachers for all the schools in the town, or the examination must be a partial one, and consequently unfair to those who have passed a full examination.

TOWN EXAMINATIONS—SUPERINTENDENTS' CERTIFICATES.

Would it not be well, to require that all examinations held subsequent to the regular examinations, at the request of either teachers or prudential committees, shall be in the presence of at least two persons, not members of the family of the party so examined; and that the superintendent shall receive from the candidate, a fee of one dollar, to be paid before commencing the examination?

SUPERINTENDENTS' CERTIFICATES.

No legal provision exists for supplying town superintendents with blank certificates, nor does the law prescribe any form for a town superintendent's certificate. Many superintendents have expressed the wish, that the Secretary might be authorized to prepare a form for town superintendents' certificates, for exclusive use throughout the State; that this certificate should show the standing of the holder, in all the subjects of both the oral and the written examination; and that each superintendent might be supplied with enough of these blanks for his use during his term of office.

The expense to the State of so supplying blank certificates to the superintendents, would be but little; while the adoption of the plan would doubtless aid materially in securing that uniformity in examinations, and that advancement in qualifications of teachers, so much desired, and for which the friends of our common schools are now so earnestly laboring.

If every applicant for an engagement to teach, were required to exhibit, to the prudential committee, a certificate

TOWN EXAMINATIONS—SUPERINTENDENTS' CERTIFICATES,

from the town superintendent; and if such certificate should show distinctly the holder's standing, on the examination, in each subject of study pursued in the common schools of the State, then every committee-man would be able to judge, for himself, whether the applicant possessed enough learning to teach such a school as was required by his district.

Prudential committees often employ teachers, without knowing whether they are, in any sense, qualified to perform the responsible duties to be entrusted to them; and the superintendent is then asked to ratify and legalize these contracts, by granting certificates to persons so employed, even after they have been found, on examination, to be deficient in a knowledge of the elements of the subjects in which they will be required to give instruction. Superintendents have not unfrequently been urged to give certificates to such persons; and in a few instances it has been plainly hinted to them, that their business interests might suffer, in case of their refusal to license these incompetents.

In view of these facts, would it not be better, if the statute made all contracts between prudential committees and teachers null and void, unless, at the time of making the same, the teacher show, to the committee, a certificate of qualifications, from the town superintendent or the Secretary of the State Board of Education?

And, would not prudential committees be more careful in employing teachers, if the law imposed upon them the duty of examining the certificates held by applicants, before making such contracts?

NORMAL SCHOOLS—GENERAL REGULATIONS.

NORMAL SCHOOLS.

As the enactments of the General Assembly of 1870, in relation to Normal Schools, imposed additional duties upon the State Board, a brief statement of the action of the Board, under these enactments, seems to be proper in this Report.

A special meeting of the Board was held in the city of Burlington, on the third day of January, 1871, for the purpose of taking such action in relation to the Normal Schools, as was required by the legislative enactments of 1870. Six of the seven members of the Board were present at this meeting, and the following business was transacted:

1. *Nomination of Principals.*—Although no vacancy existed in the principalship of any one of the Normal Schools, yet as the recently enacted statute made it “The duty of the State Board of Education to nominate and approve a principal teacher and a first assistant for each School,” the Board nominated and approved the gentlemen then occupying these positions, each as principal of the School of which he was then in charge.

2. *Use of State Appropriation.*—The law prescribes that the State appropriation for Normal Schools “Shall be expended by the trustees of each of said Schools, under such rules and regulations as shall be prescribed by the Board of Education.” The regulations adopted at this meeting of the Board, under this requirement, were

1st. The money received from the State, by the Normal Schools, shall be appropriated to pay the tuition of such

NORMAL SCHOOLS—GENERAL REGULATIONS.

pupils as shall pursue the course of study prescribed by the Board of Education, and subscribe to the following declaration :

“I hereby declare that it is my purpose to complete at least the first course of study pursued in the Normal Schools of this State, and thereafter to hold myself in readiness to teach, in the common schools of this State, at least two years subsequent to my graduation ; and I hereby promise, that in case of my failure to fulfill the above purpose, I will refund the amount of my tuition in the State Normal School at _____ to the Treasurer of the Board of Trustees of said School.”

2*d.*—The trustees of any of the State Normal Schools, which shall furnish free tuition to all students complying with the above regulation, are hereby authorized to apply the whole of the State appropriation to the payment of teachers' salaries.

3. *Admission and graduation.*—The qualifications for admission to, and graduation from, these Schools, as established at this meeting, are these :

Candidates for admission to the Normal Schools must be at least fifteen years of age to enter the first course of study, and sixteen to enter the second course ; they must present satisfactory testimonials of good moral character ; and they shall be required to pass an examination prescribed by the Board of Education.

No person shall be admitted to examination for graduation, who shall not have been a pupil in a Vermont State Normal School for one full school year ; and who shall not have been recommended to the examining committee, by the Principal of the school at which the course of study has been completed ; and whose moral character shall not be approved by the Principal, and the President of the Board of Trustees.

NORMAL SCHOOLS—GENERAL REGULATIONS.

As it was deemed advisable to confer with the principals of the several schools in relation to the distribution of the State appropriation, the nomination of a first assistant for each of the schools, and the revision of the entrance examination and the courses of study to be hereafter pursued in the schools, the Board appointed the Secretary and Messrs. Buckham, Webber, and Bingham a committee, with power to so confer and act.

A meeting of this committee was held at the office of the Secretary, in the city of Burlington, on the thirteenth day of January, 1871, all the members being present. Principal Conant of the State Normal School at Randolph, Principal Pearl of the State Normal School at Johnson, and Principal Williams of the State Normal School at Castleton, were also present, by invitation of the committee. After a free interchange of views, by these gentlemen and the members of the committee, a first assistant for each of the three schools was nominated and approved, and the following entrance examination and courses of study were adopted :

ENTRANCE EXAMINATION.

Candidates for admission to any of the Vermont Normal Schools must present satisfactory testimonials of good moral character.

They must pass a satisfactory examination

In *Mental* and *Written Arithmetic*, in the principles as applied to simple and compound numbers, and fractions, both common and decimal ;

In *Geography*, in the definitions, the principles of mathematical and astronomical geography, the geography of the United States, and the geography of Vermont :

NORMAL SCHOOLS—GENERAL REGULATIONS.

In *Grammar*, in definitions and inflections, and in the parsing and analysis of simple sentences.

Classes exhibiting the qualifications required to pass the examination for admission, may be admitted at the beginning of each Fall and Spring Term. Individuals may be admitted at any time, upon evincing qualifications corresponding to the attainments of existing classes.

FIRST COURSE OF NORMAL STUDIES.

- 1st. Arithmetic, with mental and written exercises.
- 2d. Geography, with map-drawing, and the elements of Physical Geography.
- 3d. History of the United States.
- 4th. Geography and History of Vermont, with map-drawing.
- 5th. Constitution of the United States and of Vermont.
- 6th. Interpretation of sentences, including parsing, analysis, paraphrasing, and the definition of words.
- 7th. Penmanship; and Book-keeping through single entry.
- 8th. Reading, including the elements of elocution and vocal culture.
- 9th. Orthography, including the classification and powers or sounds of letters, forms of words, and rules for the use of capital letters, and for spelling.
- 10th. Regular exercises in Declamation and Composition.

SECOND COURSE OF NORMAL STUDIES.

- 1st. Book-keeping by double entry.
- 2d. Algebra, to include, at least, ratios and proportions, quadratic equations, and arithmetical and geometrical series.
- 3d. Physical Geography.
- 4th. Physiology.

NORMAL SCHOOLS—GENERAL REGULATIONS.

5th. Elements of Botany, with drawing of forms.

6th. Natural Philosophy.

7th. A thorough analysis and explanation of one book of Cowper or Thompson.

8th. Some two of the following: Geometry, Astronomy, Chemistry, Geology, Surveying, Zoölogy, Evidences of Christianity, Rhetoric, Intellectual Philosophy, Moral Philosophy.

9th. A critical exposition of Milton's *Paradise Lost*, or Bacon's *Essays*.

Pupils will not be permitted to study branches in the second course until, at least, six of the subjects of the first course have been completed to the satisfaction of the teachers of the school; nor then, to the neglect of the subjects not so completed.

No studies not laid down in the two courses of study, will be pursued in the Normal Schools.

The benefits thus far resulting to these schools, from the above recited acts of the State Board, are seen in the greater maturity of the students, and the advance in the grade of scholarship of those presented for the graduation examinations. The practical working of these schools and their present condition are quite fully set forth, in the Biennial Reports of the Schools made to this Board in July last, in compliance with law, which reports are herewith submitted.

REPORT OF THE RANDOLPH NORMAL SCHOOL.

TO HON. JOHN H. FRENCH, LL. D.,

Secretary of the Vermont Board of Education:

SIR:—I beg leave to submit the following report of the Normal School at Randolph, for the years ending June 30th, 1871, and July 3d, 1872.

NORMAL SCHOOLS— RANDOLPH REPORT.

FOR THE YEAR ENDING JUNE 30, 1871.

INSTRUCTORS.

EDWARD CONANT,
Principal.

MISS ELLEN M. ARNOLD,
MISS CHARLOTTE S. TARBELL,
Assistants.

N. L. BOYDEN, Esq.,
Lecturer on the Constitution of the Vermont Courts.

JAMES W. FARGO,
Teacher of Penmanship.

GEORGE DODGE,
Teacher of Vocal Music.

MRS. N. L. BOYDEN,
Teacher of Music.

MRS. RUFUS NUTTING.
Teacher of Drawing and Painting.

ATTENDANCE AND ADMISSIONS.

Fall Term.	{	1st Quarter; Attendance 168, Admissions 72.
		2d Quarter; Attendance 75, Admissions 5.
Spring Term.	{	1st Quarter; Attendance 150, Admissions 45.
		2d Quarter; Attendance 22, Admissions 3.

For the year; Aggregate Attendance 415, Admissions 125.

GRADUATES FROM THE FIRST COURSE.

FALL TERM 1870.

Edward C. Abbott, Brookfield.	Addie D. Howard,
Fred. H. Nichols,	East Wallingford.
Weathersfield Center.	Hattie B. Howard, W. Randolph.
John H. Thurston, N. Poinfret	Mary A. Kimball, E. Clarendon.
Caroline W. Whitehill,	Abbie E. Leonard, Woodstock.
South Peacham.	Clara A. Montague, Woodstock.
Elbra M. Dunham, Bethel.	

NORMAL SCHOOLS—RANDOLPH REPORT.

SPRING TERM, 1871.

Selden H. Allen, Pomfret.	Clara P. Havens, Bethel.
James C. Holmes, W. Barnet.	Emma J. Marshall, Randolph.
John D. Nutting, Randolph.	Emma J. Miller, Randolph.
Lewis P. Thayer, W. Randolph.	Minerva E. Paine, Pomfret.
Alice M. Edson, Brookfield.	Ellen L. Pettengill, E. Barnard.
Carrie L. Elliott, N. Springfield.	Mary E. Phillips, Tinmouth.
Emma M. Franklin, Guilford.	Isa M. Smith, Royalton.
Nellie M. Havens, Bethel.	H. Maria Steward, E. Clarendon.
Nellie E. West, S. Royalton.	

GRADUATES FROM THE SECOND COURSE.

FALL TERM, 1870.

Emma F. Kimball, Randolph.	Anzonetta S. Murphy, Randolph.
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SPRING TERM, 1871.

George L. Murphy, Randolph.	Frances A. Woodbury, Springfield.
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The Funds Appropriated by the Legislature have been used in the payment of the tuitions of such pupils as comply with the requirements of the Board of Education in regard to the matter.

The rate of tuition is \$6 per quarter for each pupil.

The number of tuitions paid from the appropriation during the year was 164.

The sum paid was \$984.

The number of different persons aided was 97.

A table, showing the counties from which the pupils aided have come, the numbers from each county each term, the sum expended each term, and the number of different pupils from each county aided during the year.

		Orange.	Windsor.	Washington.	Windham.	Caledonia.	Rutland.	Addison.	Chittenden.	Orleans.	Bennington.	Lamoille.	Aggregate by the Quarter.	No. of dollars paid each Qr.
Fall Term.	1st Quarter,	26	19	3	4	1	1	2	2		1	1	60	360
	2d Quarter,	19	8		1	1	1						20	120
Spring Term	1st Quarter,	41	11	3	1	1	2			1			61	366
	2d Quarter,	6	2	2		1		1	1	1			13	78
Aggregate, by Counties,		92	40	8	6	4	4	3	3	2	1	1		
No. of diff't pupils from each Co.		53	24	4	5	1	2	2	3	1	1	1		

NORMAL SCHOOLS—RANDOLPH REPORT.

FOR THE YEAR ENDING JULY 3, 1872.

INSTRUCTORS.

EDWARD CONANT,
Principal.

HIRAM A. HUSE,
MISS CHARLOTTE S. TARBELL,
MISS JULIA H. BAILEY,
Assistants.

NELSON L. BOYDEN, Esq.,
Lecturer on the Usages of Vermont Courts.

JAMES W. FARGO,
Teacher of Penmanship.

MRS. NELSON L. BOYDEN,
Teacher of Music.

ALICE O. DOTEN,
Teacher of Drawing and Painting.

ATTENDANCE AND ADMISSIONS.

Fall Term.	{ 1st Quarter; Attendance 144, Admissions 47
	{ 2d Quarter; Attendance 107, Admissions 4
Spring Term.	{ 1st Quarter; Attendance 128, Admissions 28
	{ 2d Quarter; Attendance 57, Admissions 6
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For the year, Aggregate Attendance, 437, Admissions 85	

GRADUATES FROM THE FIRST COURSE.

FALL TERM, 1871.

Penfield A. Foster, West Bridgewater.	Almena Farr, Bradford.
Sheridan C. Gibbs, Pittsfield.	Ella E. Granger, West Barnet.
Charles B. Granger, Randolph.	Hattie C. Hine, Colchester.
George O. Howe, Randolph.	Hattie S. Putnam, Post Mills.
Willie L. Paine, Randolph.	Eva A. Taplin, Bradford.
Allen A. Priest, West Randolph.	Carrie E. Tucker, Shelburne.
Edward N. Spafford, Greensboro.	Jennie L. Washburn, Randolph.
Mary E. Dana, North Pomfret.	Kittie B. Weymouth, Randolph.
	Maria York, North Randolph.
Lucy J. Edson, Brookfield.	

NORMAL S CROOLE—RANDOLPH REPORT.

SPRING TERM, 1872.

Marvin S. Bates, A. B., Randolph.	Emma F. Button, East Randolph.
W. Henry Buck, Ryegate.	Elsie M. Farnsworth, E. Braintree.
William J. Davis, Royalton.	Flora F. Granger, Randolph.
William F. Gordon, West Bolton.	Frances C. Lyman, N. Tunbridge.
J. Loren Mudgett, Weathersfield.	Charlotte J. McQuivey, Ripton.
Edward F. Norcross, East Bethel.	Vanlora A. Miller, Randolph.
Lucy W. Allen, Randolph.	Addie C. Rowell, Tunbridge.
Abbie E. Bicknell, Randolph.	Charlotte D. Stanley, N. Randolph.
Viola D. Bruce, West Braintree.	Theresa E. White, Colchester.

GRADUATES FROM THE SECOND COURSE.

FALL TERM, 1871.

Franklin H. Edson, Randolph.

SPRING TERM, 1872.

M. Ellen Fargo, Randolph. | Almira Farr, Bradford.

The Funds Appropriated by the Legislature.—The number of tuitions paid from the appropriation during the year was 189.

The sum paid was \$1,134.

The number of different persons aided was 94.

For other explanations, see the report for the previous year.

A table showing the counties from which the pupils aided have come, the number from each county each term, the sum expended each term, and the number of different pupils from each county aided during the year.

	Orange.	Windsor.	Chittenden.	Windham.	Washington.	Caledonia.	Addison.	Orleans.	Lamoille.	N. Hampshire.	Aggregate by the Quarter.	No. of dollars paid, each Qr.
Fall Term { 1st Quarter.	30	13	3	2	3	1	1	1	1	1	56	336
{ 2d Quarter.	30	9	4	2	2	1		1		1	50	300
Spring Term. { 1st Quarter.	34	10	4	5	2	1	1			1	58	348
{ 2d Quarter.	12	16	2	3			1	1			25	160
Aggregate by Counties.	106	38	13	12	7	3	3	3	1	3		
No. of diff't pupils from each Co.	54	22	5	5	3	1	1	2	1	1		

NORMAL SCHOOLS—RANDOLPH REPORT.

N. B.—The pupil set to Lamoille County at the beginning of the year, changed her residence to Orange County, and was counted there for the last part of the year, so that the whole number of different pupils aided is one less than the sum of the numbers in the last line of the table.

FOR THE YEAR BEGINNING AUGUST, 1872.

INSTRUCTORS.

EDWARD CONANT,
Principal.

Miss ALICE M. GUERNSEY,
Miss CHARLOTTE S. TARBELL,
Miss ELLEN M. ARNOLD,
Assistants.

NELSON L. BOYDEN, Esq.,
Lecturer on the Usages of Vermont Courts.

JAMES W. FARGO,
Teacher of Penmanship.

MRS. NELSON L. BOYDEN,
Teacher of Music.

Miss ALICE O. DOTEN,
Teacher of Drawing and Painting.

The whole number of different pupils who have attended the Normal School since it was established is 618. The former pupils of the Orange County Grammar School were admitted to the Normal School without examination.

NORMAL SCHOOLS—RANDOLPH REPORT.

A GENERAL TABLE.

Showing aggregate attendance, the number admitted by examination, the number graduated from each course, the number of pupils aided, and the amount of appropriations used in aid, for the first half year and for each succeeding year since the school was established, and for the whole time.

	Aggregate Attendance.	No. of pupils admitted by examination.	No. graduated from the 1st Course.	No. graduated from the 2d Course.	No. of pupils aided.	No. of dollars used in aid.
For the half year ending July, 1867,	141	33	6			
“ year ending “ 1868,	308	64	29	4	6	\$50
“ “ “ 1869,	255	62	26	4	29	282
“ “ “ 1870,	346	112	24	2	62	612
“ “ June, 1871,	415	125	27	4	97	984
“ “ July, 1872,	437	85	36	3	94	1134
For 5 1-2 years, ending July, 1872,	1902	481	119	17	184	3062

A Complete List of the Graduates of the Normal School at Randolph.

GRADUATES FROM THE FIRST COURSE.

NOTE.—In the following list of Graduates the place of residence at the time of graduation follows the person's name. In case of permanent location elsewhere the present residence is given in another column. The present name of such lady graduates as are known to have married is also given in the other column. Where a graduate has since been a student in college, the name of such college is given.

SPRING TERM, 1867.

Arthur G. Hall, Westford,	M. D. Mich. Univ.
James P. Otis. Sheffield,	A. B. Dart. Coll.
S. H. Washburn, Rochester,	Mich. University.
Addie M. Barlow, E. Barnard,	Graniteville, Mass.
Mattie E. Granger, Randolph,	Mrs. Gilman Mann.
Louisa L. Jones, East Bethel.	

NORMAL SCHOOLS—RANDOLPH REPORT.

FALL TERM, 1867.

John A. Chedel, S. Pomfret.

Dean S. Dwinell, Marshfield

Alanson H. Fay, Sharon,

Joel B. Martin, Williamstown,

Charles R. Montague, Bridgewater,

Clarence W. Scott, Tyson Furnace,

Seth M. Washburn, Randolph.

Ellen M. Arnold, Brookfield.

Alma M. Bowman, Barnard,

Florence Shedd, Hardwick,

Luna A. Sprague, Brookfield,

Lettie A. E. Wellington, Rochester.

Edith L. Wheatley, East Brookfield,

Evelyn M. Wood, Pomfret.

Deceased.

Dalton, Ill.,

Cornell Univ.

Woodstock.

Dart. College.

St. Louis, Mo.

Deceased.

Mrs. Cassius Peck.

Mrs. Geo. Kingsbury.

SPRING TERM, 1868.

Lewis H. Abbott, Randolph,

Duane J. Carnes, S. Pomfret.

Daniel C. Edson, Randolph.

Royal J. Flint, Granville.

George L. Murphy, Randolph,

E. Janette Child, Bethel.

Josephine S. Darling, Randolph,

Eva Darling, Worcester.

Alice A. Eaton, Randolph,

Flora M. Ketchum, Rando'ph,

Nellie M. McIntyre, Fairfield.

Anzonetta S. Murphy, Randolph.

Mary J. Perigo, Chelsea,

Martha F. Pettingill, Barnard.

Isie E. Wellington, Randolph.

Topeka, Kan.

Allston, Mass.

Rochester,

Mrs. Lyman Clough.

Boston, Mass.

Baraboo, Wis.

FALL TERM, 1868.

Jerome Chesley, Sheffield,

Mervin N. Doton, Randolph.

Ransom A. Green, Granville,

Herbert Rolfe, Tunbridge,

Randolph.

St. Lawrence Univ.

Dart. College.

NORMAL SCHOOLS—RANDOLPH REPORT.

Emma V. Bradford, Randolph,

Georgia.

Mrs. C. M. Percival.

Clara M. Bugbee, Sharon.

Malintha L. Eaton, Rochester.

Alice C. Gibbs, Pittsfield.

Lillie H. Philips, Tinmouth.

Charlotte S. Tarbell, Randolph.

Nancy J. Tilson, West Randolph.

Frances A. Woodbury, Springfield.

SPRING TERM, 1869.

George D. Carnes, S. Pomfret.

Frank C. Granger, Randolph,

Coloma, Cal.

Julia H. Bailey, W. Brattleboro.

Mary E. Ball, Granville.

Carro M. Bucklin, Waitsfield.

Laura A. M. Chipman, Essex.

Sylvia A. Griffin, Winooski.

Eva O. Joslyn, Waitsfield.

Villetta J. McPhee, Peacham,

Stockton, Cal.

Ella C. Smith, Randolph.

Mary E. Spaulding, N. Hartland.

Ida A. Tucker, Brandon,

Oakland, Cal.

M. Louise Wheeler, Waterford.

Lucy E. Wood, N. Hartland.

FALL TERM, 1869.

John B. Baldwin, Sharon,

Frank H. Cleaveland, Braintree.

Franklin H. Edson, Randolph.

M. Ellen Fargo, Randolph.

Carlie M. Gibbs, Pittsfield,

Mrs. Harris Ranney.

SPRING TERM, 1870.

C. Jean Allen, Pomfret.

Edwin A. Blodgett, Randolph.

Willis M. Bradford, Randolph,

St. Albans.

Andrew W. Edson, Brookfield.

Howard W. Fowler, Randolph.

William R. Nutting, Randolph,

Manchester, N. H.

Frank S. Ritter, Ludlow.

Alice M. Butler, Essex,

Mt. Holyoke Sem.

NORMAL SCHOOLS—RANDOLPH REPORT.

Orilla E. Clark, Guilford Center.

Emily Cozzens, Gaysville.

Mary A. Cogswell, East Bethel.

Mary E. Granger, Hubbardton.

Mary I. Ketchum, Randolph.

Ella C. Latham, S. Royalton.

Louise M. Lyman, Brookfield,

East Brookfield.

Mrs. Chas. Bigelow.

• Alice Mills, Topsham.

Mara A. Morse, Essex.

Sarah I. Parish, Stowe.

Eusebia M. Simonds, Roxbury.

FALL TERM, 1870.

Edward C. Abbott, Brookfield.

Fred H. Nichols, Weathersfield Center.

John H. Thurston, N. Pomfret.

Corwin W. Whitehill, S. Peacham,

Cambridge, Mass.

Elbra M. Dunham, Bethel.

Addie D. Howard, E. Wallingford.

Hattie B. Howard, W. Randolph,

Fitchburg, Mass.

Mary A. Kimball, E. Clarendon.

Abbie E. Leonard, Woodstock.

Clara A. Montague, Woodstock.

SPRING TERM, 1871.

Selden H. Allen, Pomfret.

James C. Holmes, W. Barnet.

John D. Nutting, Randolph,

Wheaton, Ill.

Lewis P. Thayer, W. Randolph.

Alice M. Edson, Brookfield.

Carrie L. Elliott, N. Springfield.

Emma M. Franklin, Guilford.

Nellie M. Havens, Bethel.

Clara P. Havens, Bethel.

Emma J. Marshall, Randolph.

Emma J. Miller, Randolph.

Minerva E. Paine, Pomfret.

Ellen L. Pettengill, E. Barnard.

Mary E. Phillips, Tinmouth.

Isa M. Smith, Royalton,

Washington, D. C.

H. Maria Steward, E. Clarendon.

Nellie E. West, S. Royalton.

NORMAL SCHOOLS—RANDOLPH REPORT.

FALL TERM, 1871.

Penfield A. Foster, West Bridgewater.
Sheridan C. Gibbs, Pittsfield.
Charles B. Granger, Randolph.
George O. Howe, Randolph.
Willie L. Paine, Randolph.
Allen A. Priest, West Randolph.
Edward N. Spafford, Greensboro.
Mary E. Dana, North Pomfret
Lucy J. Edson, Brookfield.
Almena Farr, Bradford.
Ella E. Granger, West Barnard.
Hattie C. Hine, Colchester.
Hattie S. Putnam, Post Mills.
Eva A. Taplin, Bradford.
Carrie E. Tucker, Shelburne.
Jennie L. Washburn, Randolph.
Kittie B. Weymouth, Randolph.
Maria York, North Randolph.

SPRING TERM, 1872.

Marvin S. Bates, A. B., Randolph.
W. Henry Buck, Ryegate.
William J. Davis, Royalton.
William F. Gordon, West Bolton.
J. Loren Mudgett, Weatherfield.
Edward F. Norcross, East Bethel.
Lucy W. Allen, Randolph.
Abbie E. Bicknell, Randolph.
Viola D. Bruce, West Braintree.
Emma F. Button, East Randolph.
Elsie M. Farnsworth, E. Braintree.
Flora F. Granger, Randolph.
Frances C. Lyman, N. Tunbridge.
Charlotte J. McQuivey, Ripton.
Vanlora A. Miller, Randolph.
Addie C. Rowell, Tunbridge.
Charlotte D. Stanley, N. Randolph.
Theressa E. White, Colchester.

NORMAL SCHOOLS—RANDOLPH REPORT.

GRADUATES FROM THE SECOND COURSE.

FALL TERM, 1867.

Addie M. Barlow, East Barnard,
Mattie E. Granger, Randolph,
Louisa L. Jones, East Bethel,

Graniteville, Mass.
Mrs. Gilman Mann,
St. Johnsbury.

SPRING TERM, 1868.

Ellen M. Arnold, Brookfield.

FALL TERM, 1869.

Seth M. Washburn, Randolph.
Evelyn M. Wood, Pomfret.

SPRING TERM, 1869.

Daniel C. Edson, Randolph.
Julia H. Bailey, West Brattleboro.

FALL TERM, 1869.

Charles R. Montague, Woodstock.
Alice A. Eaton, Randolph,

Boston, Mass.

FALL TERM, 1870.

Emma F. Kimball, Randolph,
Anzonetta S. Murphy, Randolph.

Baldwinsville, Mass.

SPRING TERM, 1871.

George L. Murphy, Randolph,
Frances A. Woodbury, Springfield.

Allston, Mass.

FALL TERM, 1871.

Franklin H. Edson, Randolph.

SPRING TERM, 1872.

M. Ellen Fargo, Randolph.
Almena Farr, Bradford.

SUMMARY OF GRADUATES.

FIRST COURSE,	148	Ladies,	96	Gentlemen,	52
SECOND "	17	"	12	"	5
Totals,	165		108		57

We have made progress during these last two years. The proportion of pupils distinctly preparing to teach, has increased. The proportion of those who attend steadily

NORMAL SCHOOLS—RANDOLPH REPORT.

until they have completed the course of study pursued, has increased. The rule requiring persons to be fifteen years of age in order to admission, has helped to raise our standard of scholarship and of character. As a result, we have been able more fully to systematize our work, and so to perform more and better work.

It has not hitherto seemed practicable to arrange the studies of our courses of study in regular order and time. Such an arrangement is now practicable and desirable for the first course. It seems desirable that both our courses be extended, that our graduates may be furnished with the largest practicable attainments of both useful knowledge and mental discipline. Allow me to suggest the introduction of the elements of Drawing, Physiology, and Botany to the first course; and of Geometry, Shakespeare, and Intellectual Philosophy to the list of required studies for the second course.

There has been a rapid increase in the amount of expenditure from the legislative appropriations for the use of the school. The sum used during the last two years exceeds the sum appropriated by the last Legislature by \$118.^a A balance on hand of previous appropriations has enabled our trustees to go through with the two years, and to hold still in hand such a balance as will enable them success-

^aFor the first quarter of the fall term of 1872, the number of pupils in attendance is 182, of which number 72 are aided. The sum used to pay the tuition of pupils aided is \$432.

DURING THE YEARS ENDING JULY 1 OF	THE LEGISLATURE APPROPRIATED	OUR TRUSTEES USED
1868	\$ 500	\$ 50
1869	500	282
1870	500	612
1871	1,000	984
1872	1,000	1,134
	3,500	3,062

\$3,500 less \$3,062 equal \$438, the balance on hand July 1, 1872.
 \$438 less \$432 equals \$6, the balance now on hand.

NORMAL SCHOOLS—CASTLETON REPORT.

fully to begin another year. But the need of larger appropriations seems to be fully apparant, from the tables above given.

The teachers employed in the school are too few for the number of scholars and the work to be done, but are quite as many as the means at our command, derived wholly from the tuition of our pupils, will allow. An appropriation by the Legislature, enabling the Board of Education, or our Trustees under the direction of the Board of Education, to procure an additional teacher, would be very conducive to the interests of the school.

Respectfully submitted,
 EDWARD CONANT, *Principal.*
of the Normal School at Randolph.

August 17, 1872.

REPORT OF THE CASTLETON NORMAL SCHOOL.

JOHN H. FRENCH, LL. D., *Secretary :*

DEAR SIR :—I have the honor of submitting herewith the following report of this school for the two years just closed :

Fall Term, 1870.	Gentlemen,	10
	Ladies,	27
		—
	Total,	37
Spring Term, 1871.	Gentlemen,	9
	Ladies,	26
		—
	Total,	35

Counties Represented.—Addison, Bennington, Essex, Rutland, Windham; from out of the State, 2.

Graduated—Gentlemen, 2, ladies 8. Total 10.

All in First Course; none failed to pass.

Fall Term, 1871.	Gentlemen,	4
	Ladies,	27
		—
	Total,	31

NORMAL SCHOOLS—CASTLETON REPORT.

First Course, 28. Second Course, 3.

Spring Term, 1872.	Gentlemen,	3
	Ladies,	35
	Total,	<u>38</u>

First Course, 34. Second Course, 4.

<i>Graduates</i> —First Course,	12
Second Course,	1
Total,	<u>13</u>

None rejected.

Counties Represented.—Addison, Bennington, Essex, Rutland, Windham. From out the State, 3.

During the first term of the school year 1870–71, 15 in the first quarter, and 10 in the second quarter received free tuition.

During the second term, all but one in the third quarter, and all but two in the fourth quarter received free tuition.

For the school year 1871–72, no tuition has been charged or paid, except by one from out of the State during the year, and one for the fourth quarter, and one for half a quarter; thus:

First Quarter,	1
Second Quarter,	1
Third Quarter,	1
Fourth Quarter,	<u>2½</u>

Early in the first of these two years, it was decided by the corporation and trustees of the property and the Principal, to carry on the school upon the plan of other States, so far as payment for tuition is concerned. Believing it to be the true principle of Normal Schools, we resolved that for the two years at least, this school should open its doors to all students, and furnish free tuition to all who would graduate. No tuition fee has been required of any pupil. The money appropriated by the State has all been expended in the payment of the salaries of the assistant teachers. The Principal has, as his compensation, the consciousness of having made an earnest effort to

NORMAL SCHOOLS—CASTLETON REPORT.

place one of our Normal Schools upon the same plane as those of other states. How long it can remain there on the present appropriation by the State, is not a very difficult question.

The Principal feels that he has come so far short of the standard aimed at, that so much less than he hoped, has been accomplished, that the results seem quite insignificant. He would be only too happy to labor another two years with as little compensation, if the State would render reasonable aid in carrying out measures absolutely necessary to attain the results which our Normal Schools should furnish. With the present means, it is absolutely impossible to do more, or but very little more than carry on classes in the subject matter which is to be taught in the common school. But in my opinion the teacher who knows no more than the matter to be taught, is not quite half prepared to teach. The manner of imparting that knowledge may make a school prosperous and satisfactory, or may cause a whole term to be a decided failure. So deep is my conviction in this matter, that I wish I could be heard by every citizen and legislator in the State, in earnest plea for means to make this a special matter with every normal pupil, and every teacher who shall hereafter be called to educate the people of the State. By a liberal training in methods of teaching, for our normal pupils, our schools might be entirely revolutionized, might be made the pride of our State, and furnish a generation of intelligent, enterprising, wide-awake citizens. Such would do more, by their awakened faculties, towards developing the resources of the State, than would be done in a century by those who drone through the short school life on the old plan of teaching,

Respectfully Yours,

R. G. WILLIAMS, Principal.

Castleton, July, 1872.

 NORMAL SCHOOLS—JOHNSON REPORT.

REPORT OF THE JOHNSON NORMAL SCHOOL.

HON. JOHN H. FRENCH,

Secretary of the Vermont Board of Education :

DEAR SIR: I herewith submit the report of the Normal School at Johnson, for the two years ending August 1, 1872.

 FOR THE YEAR ENDING AUGUST 1, 1871.

INSTRUCTORS.

 PRINCIPALS.

S. H. PEARL, A. M., First three quarters.

F. C. HATHAWAY, A. M., Last quarter.

 ASSISTANTS.

JOHN M. FRENCH, First and third quarters.

ANNETTE L. STILES, First three quarters

HELEN L. STORY, First quarter.

ELIZABETH C. MORGAN, First and third quarters.

ANNA L. OAKES, Third quarter

 TEACHERS OF MUSIC.

ANNETTE W. BELDING,

MRS. V. H. TILSON.

 TEACHER OF PENMANSHIP.

GEORGE A. STOCKWELL.

 GRADUATES FROM THE FIRST COURSE.

FALL TERM, 1870.

Sarah L. Adams, Eden.

Emma C. Barnes, Bakersfield.

Cleora J. Bixby, Underhill.

Levinia M. Chamberlin, Johnson.

Fannie A. Naramore,

N. Underhill.

Althea A. Terrill, Hydepark.

Evagene E. Weed, Westford.

Amy A. Whittemore, Albany.

Henry Babcock, Alburgh.

C. P. Jones, Johnson.

NORMAL SCHOOLS—JOHNSON REPORT.

SPRING TERM, 1871.

Abbie A. Bedee, Albany.	Asenath M. Sawyer, Johnson.
Milly A. Gates, Enosburgh.	Oscar P. Blatchley, Georgia.
Sarah E. Gosselin, Alburgh.	E. S. Martin, Williamstown.
Ellen Hyde, Hydepark.	Willard H. Saxby, Bakersfield.
Annie Leckie, Underhill.	Fred P Naramore, Underhill.
Phebe A. McGuire, Albany.	D. R. Shepardson, Fairfax.
Ullie L. Munn, Johnson.	Homer A. Terrill, Underhill.

Wm. Mason Towle, Sheldon.

SUMMARY.

First Course, 39;	Ladies, 27;	Gentlemen, 12
Second Course, 3;	Ladies, 2;	Gentlemen, 1
<hr/>		
Total, 42		

ATTENDANCE BY TERMS.

Fall Term,	175
Winter Term,	98
Spring Term,	134
Summer Term,	17
<hr/>	
Total,	424
Number of different students connected with the School:	
Ladies,	169
Gentlemen,	63
<hr/>	
Total,	232

FOR THE YEAR ENDING AUGUST 1, 1872.

INSTRUCTORS

C. D. MEAD, A. M.,
Principal.

ANNA L. OAKES,
SARAH A. CURRIE,
Assistants.

GEORGE A. STOCKWELL,
Teacher of Penmanship.

GRADUATES FROM THE FIRST COURSE.

FALL TERM, 1871.
Helen E. Slayton, Stowe.

 NORMAL SCHOOLS—JOHNSON REPORT.

SPRING TERM, 1872.

Carrie P. Carroll, Cambridge.	Emma S. Taylor, Barton.
Carrie E. Brackett, Stowe.	Emily Vilas, Colchester.
Zettie E. Lane, Newport.	Helen M. Winslow, Johnson.
Minnie C. Morse, Cambridge.	Wm. D. Buchanan, Albany.
Mary E. Motte, Johnson.	Francis A. Rice, Granby.
Addie L. Story, Fairfax.	Franc K. Kimball, Johnson.
Uriel H. Squires, Fairfax.	

GRADUATES FROM THE SECOND COURSE

FALL TERM, 1871.

Mary A. Butts, Johnson.	Mina M. Ayres, Grafton.
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SPRING TERM, 1872.

Henry Babcock, Alburgh.

 FOR THE YEAR BEGINNING AUGUST, 1872.

INSTRUCTORS.

 H. S. PERRIGO, A. B.,
Principal.

 EMMA J. RICE,
 S. H. WATERS,
 LIZZIE C. MORGAN,
Assistants.

 GEO. A. STOCKWELL,
Teacher of Penmanship.

 LUCIA E. BELDING,
Teacher of Music.

 LAURA A. BELDING,
Teacher of Drawing and Painting.

 HON. S. S. PIKE,
Lecturer on Usages of Vermont Courts.

 DR. J. B. MORGAN,
Lecturer on Anatomy, Physiology, and Hygiene.

NORMAL SCHOOLS—JOHNSON REPORT.

CALENDAR FOR 1872-73.

The Fall Term begins the fourth Wednesday in August.
 The Winter Term begins the last Wednesday in November.
 The Spring Term begins the third Wednesday in February.
 The Summer Term begins the second Wednesday in May.

Whole number of Graduates from this school, 112.

First Course 106;	Ladies, 87;	Gentlemen, 19.
Second Course 6;	Ladies, 4;	Gentlemen, 2.

STATE OF VERMONT

In account with Johnson State Normal School.

CREDIT.

By appropriation for scholarships in 1867,	\$ 500.00.
By appropriation for scholarships in 1868,	500.00
By appropriation for scholarships in 1869,	500.00
By appropriation for scholarships in 1870,	1,000.00
By appropriation for scholarships in 1871,	1,000.00
	<u>\$3,500.00</u>

CONTRA.

To amount disbursed in 1868,	\$ 240.50
To amount disbursed in 1869,	450.00
To amount disbursed in 1870,	576.50
To amount disbursed in 1871,	987.50
To amount disbursed in 1872,	1,255.00
	<u>\$3,509.50</u>

Number of different pupils assisted:

In 1868,	36
In 1869,	48
In 1870,	58
In 1871,	78
In 1872,	72

More would have been disbursed, but for the limited amount appropriated by the State. Some who were willing to conform to the requirements of the Board of Education, were compelled to pay their tuition.

Respectfully submitted.

S. S. PIKE, *For the Trustees.*

Johnson, August 20, 1872.

NORMAL SCHOOLS.

The objects which the best Normal Schools in this country aim to accomplish, may be classed under three heads, viz. :

1. To impart a knowledge of the subjects of study pursued in the common schools ;

2. To give both theoretical and practical instruction in the best methods of communicating that knowledge to others ; and

3. To give philosophical reasons for the methods of instruction and school management.

That is, 1st. Teach what is to be taught again ;

2d. Teach how to teach ; and

3d. Teach why to so teach.

Our Normal Schools are doing good work in the first of these objects or functions, and also something in the second ; but little or nothing in the third. Their work thus far has been mainly academic. They have been teaching the *What* to teach ; but the *How* to teach, and the *Why* to so teach, have thus far received little attention. The fact that these schools have yet done so little in what is properly termed normal instruction—the most important work within the province of a Normal School,—is attributable chiefly to two causes : 1st. The desire of pupils to complete a course of study, and graduate in one or two terms ; and 2d. The want of funds to enable the schools to employ more instructors.

During the five years in which these schools have been in operation, there has been a gradual, steady growth of public sentiment in favor of better instruction in the common schools, and consequently of better qualifications

NORMAL SCHOOLS—REMARKS OF SUPERINTENDENTS.

in the subjects of study, on the part of the teachers. A natural result of this change is apparent, in the willingness recently shown by Normal School students to remain a longer time in these schools, and the desire to take a more thorough course of study than was at first required. It seems exceedingly desirable to take advantage of this condition of things, to add to the efficiency of our Normal Schools, by requiring that they shall make the department of Didactics a more prominent one ; i. e., that thorough, systematic instruction shall be given in methods of teaching, and the reasons for the same ; or in the *How* and the *Why* of teaching. This would require the employment, in each school, of a teacher of Didactics, or Theory and Practice. But, as the financial condition of the schools is such that they can not employ such teachers, without an increased appropriation from the State, it is hoped that a liberal appropriation will be made for this purpose.

REMARKS OF TOWN SUPERINTENDENTS.

From the Reports of 1871.

ADDISON COUNTY.

Our Normal Schools as far as affording any better qualifications for the work of instruction than is furnished at most of our Academies and Graded Schools, are, I think, a decided and lamentable failure, and must continue to be so, so long as Vermont undertakes to sustain three such schools where she has need for only one, and room for only one.

T. H. ARCHIBALD, Bristol.

In respect to Normal Schools my opinion is, that one good school, supported by the State, with an efficient board of teachers, is what we need, and that it would be far better than our present system.

IRA P. KELLOGG, Monkton.

NORMAL SCHOOLS—REMARKS OF SUPERINTENDENTS.

I am glad to see the Normal Schools gaining in State favor. Teachers may now go to them for instruction, and agree to serve the State for a certain time, in return for the advantages the schools furnish, without the necessity of pleading poverty. It is now an honorable business transaction. But the normal schools must be limited in their influence, for the most part, to the localities in which they are situated. The academies and the academical departments of the graded schools must continue the work of preparation of teachers for the sections of country where they are located. Upon these schools, the law requiring forty weeks experience in teaching in lieu of an enrollment of their names at a normal school, bears unjustly.

ABEL F. LEAVENWORTH, New Haven.

The establishment of Normal Schools is not universally regarded favorably, but is somewhat regarded as an unnecessary additional burden, imposed upon the people of the State, not one in twenty of whom will ever be directly benefitted by the institution. The issuing of certificates to the students of these schools is regarded as as great a farce as is possible for their managers to conjure up; and the expense of travel, living, and tuition, will of necessity, prevent very many from sharing the benefits of such an institution, who with other encouragements might be among the best teachers of the State.

WILLIAM S. WRIGHT, Waltham.

BENNINGTON COUNTY.

During the past winter we have had three graduates of Normal Schools employed as teachers. Two of these have been very successful, and the people are beginning to think that Normal School training may be of some value.

ELIZA M. CLARK, Bennington.

CALEDONIA COUNTY.

The Normal Schools and Teachers' Institutes are exerting an influence for good. One of our best teachers the past year was a graduate of the Normal School at Randolph. Two others who had attended Teachers' Institutes kept first-class schools.

JAMES M. BEATTIE, Ryegate.

CHITTENDEN COUNTY.

The Normal School is the place to fit our teachers, and the better informed part of the people appreciate them. At present too many

NORMAL SCHOOLS—REMARKS OF SUPERINTENDENTS.

of our schools are taught, or rather *kept* by incompetent persons; and when our school-houses are occupied by a set of thorough, wide-awake teachers, who come to us from the Normal Schools and Institutes, we shall see our schools far ahead of what many of them are to-day.

HARMON HALL, Bolton.

The Normal School is the fountain, as it were, from which must flow all pure and genuine principles of instruction, both as regards the sound, practical education of its graduates in the sciences necessary to be taught in our schools, and in the proper means of conveying instruction to others. Unity of action, unity in our mode of instruction, and unity in the standard of our instructors, should be the principal aim of the people; for without union we have not strength. Few schools founded on the academic plan have ever fulfilled their mission in this respect, though furnishing teachers of uniform training; because relying mainly upon public patronage for their support, they have been too apt to flatter, rather than censure ignorance, especially in regard to elementary principles. Hence, we so often find teachers in our common schools quoting Virgil and Homer, and translating Cæsar's Commentaries, who would fail to properly locate Rome or Athens, or properly classify the grand divisions of the globe, either of land or water, and even fail to discriminate the difference between Mathematical and Political Geography.

M. GAFFNEY, JR., Underhill.

Our Normal Schools are clearly doing a good work. A visit to the one at Randolph has increased my good opinion of them. I may add that though on coming into the State some six years ago, I thought one such school would be better than three, I now prefer three.

J. L. MAYNARD, Williston.

ESSEX COUNTY.

Another year's experience has shown to me that we need most, more thoroughly trained teachers. Many of our teachers seem willing and anxious to instruct their scholars, but fail for want of a training which our Normal Schools give, but which our teachers seem reluctant to avail themselves of.

A. J. SHAW, Victory.

NORMAL SCHOOLS—REMARKS OF SUPERINTENDENTS.

FRANKLIN COUNTY.

A better class of teachers has appeared within a year or two, the result of attendance at our Normal Schools. The thoroughness of their instruction in the elementary branches is particularly commendable; evincing in that respect, as well as many others, the superiority of the Normal School system.

I. R. ARMSTRONG, Fletcher.

LAMOILLE COUNTY.

It seems to me that one efficient, well endowed Normal School would be of much greater value to the cause of education in this State than the present arrangement.

F. C. HATHAWAY, Morristown.

ORANGE COUNTY.

The Normal Schools are doing a good work in preparing our teachers for their work; but in granting licenses to teachers, I think the State is doing a work that most emphatically belongs to each town for itself.

A good teacher requires so many requisites aside from a proficiency in "books," that I think the power to *license* and *revoke* should rest with the superintendent, in the case of each and every teacher alike.

A. S. ALLIS, Brookfield.

Two of our teachers have been connected with the Normal School at Randolph. They gave entire satisfaction. From my acquaintance with the Normal Schools of Massachusetts, and what I know of them in this State, I can not speak too highly of them.

J. W. GUERNSEY, Chelsea.

We have had in this town the past year, very well qualified teachers. I think the Normal School is exerting a powerful influence on our schools. The teachers are being better qualified, taking more interest in their schools, and teaching with energy and system, and exerting a good influence in waking up the scholars and parents.

N. L. BOYDEN, Randolph.

I think too much importance can not be attached to teachers attending our Normal Schools. There seems to be a great neglect in this direction, among those who have taught our district schools the

NORMAL SCHOOLS—REMARKS OF SUPERINTENDENTS.

past year. We have but very few experienced teachers, and there are too many who seek for pay more than for the good of the school or scholars.

E. SMITH, Washington.

ORLEANS COUNTY.

We have had some thorough, competent teachers employed in our schools during the past year. They have shown a good degree of interest, and have performed their labors with entire satisfaction. Our best teachers were those who had graduated at our Normal Schools, or had received certificates from the Institutes.

Teachers should be thoroughly educated, and after being duly qualified and licensed, they should aim to do their whole duty in the school-room.

L. S. THOMPSON, Irasburgh.

The Normal Schools have not yet had any visible effect upon the schools of this town, or, so far as known, in this part of the State.

T. E. RANNEY, Holland.

It is certainly a great consolation to all interested in the educational welfare of our State, to be conscious of the fact that it is becoming a well-understood principle, that, in future, our schools are to be managed by those who are fully competent for the great work in which they are engaged. There is nothing so well adapted to secure this end as the Normal School, in which talents for governing are developed, abilities tested, a reputation partially acquired, and competency for the performance of the teachers' labors acquired.

JOHN MITCHELL, Salem.

RUTLAND COUNTY.

A good, thorough teacher, it seems to me, is the first requisite for a good school, and a teacher that is specially trained for the work at the Normal School must, I think, do it much better than one who enters upon the duties of the school-room without such preparation.

D. H. LANE, Mt. Tabor.

We want better instructors; our schools require them, and the public demands them more and more every year. The Normal Schools are where we may look for the best. Give us teachers who have been trained for the work.

ROLLIN C. SMITH, Pittsford.

NORMAL SCHOOLS—REMARKS OF SUPERINTENDENTS.

WINDHAM COUNTY.

The welfare of our schools demands that the teachers should attend the Teachers' Institutes or Normal Schools, especially when they are inexperienced, and have not some good system or plan by which to be governed in the labors of the school-room.

D. L. MANSFIELD, Dummerston.

We have had to my knowledge but two teachers within the last two years, who had attended a Normal School, and they were the best that we have had. I can not see any reason why the teacher should not receive special instruction in relation to his vocation, as well as the professional man or the mechanic.

W. H. FOLLETT, Halifax.

I am strongly in favor of Normal Schools, but I think that one central, well provided, and liberally sustained school would do far more for our State, than three which, save in name and a *nominal* control by the Board of Education, are little more than local institutions. Our great need is persons with natural faculties for imparting instruction to, and governing children and youth,—qualities which no training can wholly supply;—who are thoroughly instructed and drilled in the *elements* of the branches of study pursued in our schools; drilled as only a well appointed and truly Normal School can do.

FREDERICK MACK, Windham.

WINDSOR COUNTY.

Normal Schools should be patronized and made popular, and should receive aid and encouragement from both parents and the State.

H. J. PARKER, Andover.

In my judgment, the Normal Schools are proving a failure. No scholars or graduates from said schools have taught in this town the past year; but scholars from this town have been to said schools, and taught in adjoining towns. I think scholars who attend the Academy in this place, make as good or better teachers than those who attend the Normal Schools, and make better proficiency in the same time. Said schools should all be consolidated into one, or abolished entirely.

MARTIN H. GODDARD, Ludlow.

It seems to me that, many times, the cause of failure of so many of our teachers is not so much lack of education, as lack of some

NORMAL SCHOOLS—REMARKS OF SUPERINTENDENTS.

other equally necessary qualifications. It is perfectly well known that many of our very best scholars are utterly unfit for teachers. I am *not* therefore in favor of making a certain amount of "*book knowledge*" the *only* qualification required of a candidate for teacher. I think the *Normal Schools* and *Teachers' Institutes* are accomplishing *more* to bring about the required change, than all the *legislating* upon the subject that has been done for the last twenty years.

SAMUEL B. PHELPS, Norwich.

I say to the parent, "If you wish your daughter to teach school, send her to the Normal School, or to the Institute at least. Do not put her into a school as teacher, until she has had a thorough drill. If you do it, you wrong your daughter, and impose upon the public. Do you have your horse shod by one who has never learned the business?"

JOSEPH BARBER, Reading.

We need larger schools, and better teachers; and the three Normal Schools should be sustained, until Vermont can be brought up to the point of sustaining one thoroughly equipped and manned.

CYRUS B. DRAKE, Royalton.

The establishment of Normal Schools in this State has given a grand opportunity to many young ladies and gentlemen to obtain a practical education, and much valuable information on the subject of teaching, that has enabled them to do a good work as teachers in the common schools of our State. And I do not hesitate to say, that the standard of teachers in our common schools is much higher than it was before the establishment of Normal Schools in our State.

J. B. BALDWIN, Sharon.

*From the Reports of 1872.**ADDISON COUNTY.*

As far as I have had opportunity to judge of the Normal Schools, I must pronounce them failures. It is sheer folly to think of sustaining three Normal Schools in Vermont; the grade of teachers which they supply seems to me in no way superior, I think hardly equal, to that of those provided by our academies and graded schools. My judgment is, either have but one Normal School, or abolish the institution altogether in Vermont; and of the two, I decidedly prefer the latter.

T. H. ARCHIBALD, Bristol.

NORMAL SCHOOLS—REMARKS OF SUPERINTENDENTS.

During this year we have had no Normal graduates for teachers, as we have for a few past years. The general sentiment of the people seems to be in favor of those who have pursued a course of study at those schools, several from this town having completed the first of the two courses of study.

R. J. FLINT, Granville.

BENNINGTON COUNTY.

Our *best* teachers are educated at the Normal Schools. Heretofore the wages paid to teachers in the common schools of Vermont have been exceedingly low, as compared with the recompense to laborers in other avocations. People should not *expect* to have their schools taught by well qualified teachers at prices paid for the last few years. Raise the *standard* of qualification for teachers gradually, and their pay accordingly. This latter will be a strong incentive for them to fit themselves at the Normal Schools, as [thorough and efficient teachers.

THOMAS HOXIE HALL, Pownal.

CALEDONIA COUNTY.

In reference to Normal Schools, and Teachers' Institutes, there can be but one opinion; and I think our people are beginning to see their importance.

J. SERVICE, Barnet.

CHITTENDEN COUNTY.

Our Normal Schools are doing a good work, I know, by witnessing their results in the school-room. Yet I think it would be better for our little State, if the three which we now have, were condensed into one, well endowed and supported.

T. R. GORDON, Bolton.

We want but one Normal School in the State. Its advantages should be the best; its breadth of culture large. It should be amply endowed by the State. Tuition should be free to those who become teachers, and should they, after graduating, fail to teach for a term of years, they should obligate themselves to pay the full amount of their tuition.

J. H. WOODWARD, Milton.

NORMAL SCHOOLS—REMARKS OF SUPERINTENDENTS.

ESSEX COUNTY.

The Normal Schools furnish by far the best teachers of the common schools. The thorough drill obtained at a Normal School is needed by every teacher; though when it can not be obtained, it can be partly supplied by attending Teachers' Institutes.

O. S. RICE, Granby.

FRANKLIN COUNTY.

From what acquaintance I have had with the teachers sent out of the Normal Schools, I have been favorably impressed with new methods of teaching, and would that enough might be induced to fit themselves there, and get Institute certificates, to supply all the schools in the State.

C. H. LOOMIS, Georgia.

ORANGE COUNTY.

Normal Schools, if properly conducted, are a great help in preparing teachers to teach efficiently. The State supports too many poor teachers, and this is one reason why our scholars are so backward.

L. H. TABOR, Topsham.

ORLEANS COUNTY.

Normal teachers from Johnson did well.

F. W. DICKINSON, Coventry.

We have witnessed favorable results from the Institute and Normal School instruction in several of our schools.

SIDNEY K. B. PERKINS, Glover.

RUTLAND COUNTY.

I think Normal Schools are just what we need, to raise the standard of education of our teachers. It is a fact admitted by all, that teachers must be specially trained for their work. A teacher should first have a thorough and accurate knowledge of subjects to be taught, and then must possess a faculty of imparting that knowledge. The Normal Schools have a tendency to improve these faculties, and I think, upon the whole, are doing more for the cause of education than any other agent.

J. C. WILLIAMS, Danby.

INCORPORATED ACADEMIES.

I should recommend a more generous donation from our State to her Normal Schools. To them we must look for our teachers ; and a glance at the great number of districts within our State reveals the fact that we must have many teachers. I believe that they should not only have free tuition, but that other favors should be tendered them as guardians in very deed of the intelligence, and consequent morality, of our citizens. As educators, we ought to endeavor by all means to elevate the calling. When the school teacher is at a discount, ignorance and lawlessness join hands in crime.

SIMEON L. PECK, Ira.

The Normal Schools are less unpopular than they were ; but there is no sense in continuing three puny little ones, when we ought to have one good strong one.

RUSSELL T. HALL, Pittsford.

WASHINGTON COUNTY.

Normal Schools are having an influence for good ; but being in their infancy, their influence is not yet very generally felt. Never having met a graduate in school, I can not judge of them as teachers ; but it is evident that there is a feeling among teachers, that they must compete with Normal School graduates, and that the effect is salutary upon the schools.

J. N. PERRIN, Berlin.

I consider the only place where a teacher can qualify herself to be a very successful teacher, is at the Normal School. We had one teacher from a Normal School the past season ; and although she had not graduated, she was an excellent teacher. The Normal instruction seems to be the best adapted for our young children, as well as to the young of a riper age.

D. C. HOLT, Moretown.

INCORPORATED ACADEMIES.

Although the law makes it "The duty of the trustees of all the academies and grammar schools, which have been incorporated by the Legislature of the State of Vermont, to cause their principals to return to the Secretary

INCORPORATED ACADEMIES.

of the Board of Education, on or before the first day of April, in each year, true and correct answers to such statistical inquiries as may have been addressed to them by the Secretary, in the month of January previous," I am not aware that any reports have been made to this Department, by the incorporated Academic Institutions of the State, for many years. I find that Secretary Adams made one attempt to obtain full statistics of these Institutions; but the statistics were so meager, and the reports so incomplete, that the attempt was not repeated, and the result of the one attempt was never published.

Two years ago, I embodied in tabular form such information in regard to the academic and graded schools of the State, as I could obtain from town superintendents, in response to a special circular sent to them, asking for statistics of these two classes of schools. In the blanks for town superintendents' reports, the past year, are the inquiries—"Is there an incorporated academy or seminary in town? If so, what is its corporate name?" From the answers to these questions, and from personal knowledge, I have prepared the following list of incorporated academies in the State. I am conscious that the list is incomplete; that some of the institutions named in it are closed; and that others have been united with, or merged into, graded schools, and now form the academic departments of the same.

I have not received any detailed statistics or special reports of graded schools, the past two years.

 INCORPORATED ACADEMIES.

TABLE No. 8.

Incorporated Academies in the State, as reported by Town Superintendents, March 31, 1872.

ADDISON COUNTY.

<i>Corporate Name.</i>	<i>Where Located.</i>
Bristol Literary and Scientific Institution,	Bristol.
Beeman Academy,	New Haven.
Newton Academy,	Shoreham.

BENNINGTON COUNTY.

Burr and Burton Seminary,	Manchester.
Oak Grove Seminary,	Pownal.

CALEDONIA COUNTY.

McIndoes Academy,	McIndoes Falls, Barnet.
Hardwick Academy,	Hardwick.
Lyndon Literary and Biblical Institute,	Lyndon Center.
Caledonia County Grammar School,	Peacham.
St. Johnsbury Academy,	St. Johnsbury.

CHITTENDEN COUNTY.

Essex Classical Institute,	Essex Center.
Hinesburgh Academy,	Hinesburgh.
Green Mountain Academy,	Underhill Center.
Underhill Institute,	Underhill Flats.
Williston Academy,	Williston.

ESSEX COUNTY.

Essex County Grammar School,	Guildhall.
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FRANKLIN COUNTY.

Enosburgh Academy,	Enosburgh.
New Hampton Institute,	Fairfax.
Academical Institute,	Franklin.
Georgia Academy,	Georgia.
Swanton Falls Academy,	Swanton.

GRAND ISLE COUNTY.

Alburgh Springs Academy,	Alburgh Springs.
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LAMOILLE COUNTY.

Lamoille Central Academy,	Hydepark.
People's Academy,	Morrisville.

INCORPORATED ACADEMIES.

ORANGE COUNTY.

Newbury Seminary,	Newbury.
West Randolph Academy,	West Randolph.
Thetford Academy,	Thetford.

ORLEANS COUNTY.

Albany Academy,	Albany.
Barton Academy,	Barton.
Orleans County Grammar School,	Brownington.
West Charlestown Academy,	Charlestown.
Coventry Academy.	Coventry.
Craftsbury Academy,	Craftsbury.
Derby Academy,	Derby Center.
Orleans Liberal Institute,	Glover.
Holland Academy,	Holland.
Morgan Academy,	Morgan.
Westfield Grammar School,	Westfield.

BUTLAND COUNTY.

Castleton Seminary,	Castleton.
Ripley, Vt., Boys' Home,	Poultney.

WASHINGTON COUNTY.

Barre Academy,	Barre.
Goddard Seminary,	Barre.
Vermont Conference Seminary and Female College,	} Montpelier.
Northfield Institute,	Northfield.
Green Mountain Seminary,	Waterbury Center.

WINDHAM COUNTY.

Glenwood Ladies' Seminary,	West Brattleboro.
Londonderry Academy,	Londonderry.
West River Academy,	Londonderry.
Ireland and Gray Seminary,	Townshend.

WINDSOR COUNTY.

Chester Academy,	Chester.
Black River Academy,	Ludlow.
Norwich Classical and English Boarding School,	} Norwich.
Royalton Academy,	Royalton.
Green Mountain Perkins Institute,	South Woodstock.

TEACHERS' ASSOCIATIONS.

The annual meetings of the *Vermont State Teachers' Association* at Northfield, in January, 1871, and at Middlebury, in January, 1872, did valuable service to the cause of education in the State. The attendance of teachers and others was large; the addresses, essays, and discussions were full of interest; and the proceedings reflected credit upon the Association, and gave renewed courage to the many earnest teachers present.

The *Chittenden County Teachers' Association* held meetings at Essex Junction in January, 1871, at Burlington in July of the same year, and at Milton in February of the present year. At the last-named meeting this Association decided to hereafter hold its sessions annually.

The *Otter Creek Valley Teachers' Association* held a meeting at New Haven in January, and one at Wallingford in June, 1871; one at Bennington in February, and one at Brandon, in June, 1872.

The *Lamoille County Teachers' Association*—organized at the County Teachers' Institute, in June, 1870—has held two annual meetings, one at Morrisville in January, 1871, and one at Stowe last winter.

The *Connecticut and White River Valleys Teachers' Association*—organized at the Windsor County Teachers' Institute, in March, 1871—has since held three semi-annual meetings, as follows: at Sharon in June, 1871, at Windsor in February, and at Randolph in June, of the present year.

UNIFORMITY OF TEXT-BOOKS.

The *Caledonia County Teachers' Association* was organized early in 1871; it has held one meeting.

I attended the two meetings of the State Association, and six of the twelve meetings of the local associations. I was obliged to decline invitations to attend two other of these latter meetings, on account of other official engagements.

These State and local associations are valuable auxiliaries in the improvement of our educational system, and they should be encouraged by the friends of education throughout the State.

UNIFORMITY OF TEXT-BOOKS.

Previous to any action of the State Board of Education, the past year, on the subject of text-books, I was instructed to ascertain, as fully as possible, the extent to which the law requiring the Board to prescribe a uniform list of text-books to be used in the common schools of the State, was observed. For this purpose I sent out a circular to superintendents and teachers, asking for lists of books used in the common schools and academies throughout the State. A copy of this circular will be found on pages 4 and 5 of this Report. From the information elicited by these circulars, it appears that the text-books authorized for use by the State Board, in 1867, are used in more than three fourths of all the towns in the State.

That there are advantages in having the same text-books used throughout the State, none will deny. The

UNIFORMITY OF TEXT-BOOKS.

average length of time our teachers remain in school, is less than three years; and the average length of time the same schools are taught by the same teachers, is less than one school year. With this frequent change of teachers throughout the State, a frequent change of text-books would be a great draw-back to the best interests of the schools while no compensating good could result.

A uniformity is valuable to the pupils individually, as it insures them against frequent changes; against changes made by teachers or committees without good reasons for the same; and against the necessity of commencing at the beginning of a new book with every change of teacher or committee, and a consequent loss of time in their studies.

Our law protects the people against the great expenses consequent upon frequent changes of text-books. It is true that great improvements are from time to time being made in our text-books, and that the books of twenty-five or thirty years ago are not adapted, either in matter or arrangement, to the present methods of teaching practised in our best schools. It is also true that these improvements in text-books are not all made in a single year, or by one author; they are the outgrowth of experience, and consequently the growth of time. Hence, a book fully up to the times to-day in matter, method, and arrangement, will not be very far behind the times five years hence. Such a book, adopted at this time, will probably be a good book for the next ten years at least, or during the school life of one generation; and the advantages to be derived from

UNIFORMITY OF TEXT-BOOKS.

a change, will probably not be sufficient to compensate for the inconvenience to teachers and pupils, and the expense to parents, involved by frequent change.

It costs the seventy-five thousand children attending our common schools, at least one dollar each, per year, for school-books,—and this estimate is probably much too low,—and an entire change in a single term would cost them from two to five dollars each. If the average is placed at three dollars, we have the total of two hundred twenty-five thousand dollars as the cost of an entire change of text-books throughout all the common schools of the State, if the change is made in a single term. In the larger towns and schools in some sections of country, books are changed every two or three years, and sometimes yearly, or with every change of teachers; and often there is so little difference in merit between the book displaced and the one introduced, that it requires the aid of an interested expert to indicate the points of superiority of the new over the old; and the test of the school-room often proves the new book to be no better than the old. Such frequent changes, suddenly made, cause large expenditures of money, put children back in their studies, and subject parents to the necessity of purchasing a new set of books with every removal of the family to another district, or of every change of the children to another school.

But our law carefully guards the interests of the parents, children and schools. It prevents changes of text-books except at stated intervals of time; and the selection of the list being committed to the Board of Education,

it is presumed that changes will be made only when the good of the children and the schools of the State require them.

It provides for gradual changes, without extra expense to pupils; the changes being made only as new books are required either by reason of advancement of the pupils to higher classes, or because new books are required in place of old, worn-out ones.

It protects children from a loss of time consequent upon having to be put back to the beginning of a study, on the introduction of a new book.

The list of books to be used throughout the State being known to those who are preparing to become teachers, it enables them to study the same books, and thus to better fit themselves for the work of instruction.

It is a well known fact that, in a few localities, there has been, for several years, not only a feeling of dissatisfaction with this law, but also an open opposition to it to it, and a direct violation of its provisions. Persons have assumed that, as the law imposes no penalty, it is not binding; and that they are at liberty to use any books they choose, and to change them as often as they please. The argument that a law is not binding because it imposes no penalty, might answer in connection with almost any other business or interest in life, better than in the interest of education. It might answer the purpose of an advocate before a court or a jury; but it seems morally wrong for those who are to teach children obedience to law; those who, by example as well as precept, are giving form to

UNIFORMITY OF TEXT-BOOKS.

the characters of the coming men and women of our country; those who are now training law-breakers as well as law-observers, to claim that a law has no force, moral or physical, because it does not distinctly specify the penalty attached to a violation of its provisions.

This is not the only law for the violation of which a penalty is not definitely prescribed; and there is no doubt that this law gives to parents, teachers, and pupils, rights which they may assert and maintain in the courts.

It is claimed by some that the law is merely advisory; and that the action of the Board, under its provisions, is merely a recommendation of a list of books that, in their judgment, are best suited to the common schools of the State. But the language of the act is not, that the Board shall recommend a list of books suitable for use in the common schools of the State; but they are authorized, and it is made their duty, to select a list of text-books, which list shall be and remain authoritative and binding upon the Board of Education, superintendents, and teachers; and superintendents and teachers shall recommend for use in the district schools, as new books shall become necessary in the branches named, no other than the books included in said list.

The provisions and requirements of the law in question have been carefully examined by eminent jurists; and it is the opinion of these gentlemen that the law guaranties the following rights:

1st. *To teachers.*—The right to a certificate of qualifications in the branches of study required to be taught in

UNIFORMITY OF TEXT-BOOKS.

the common schools, if he passes a good examination on those subjects as they are found in the authorized text-books. Also, the right to use the books of said authorized list, in any common school in the State.

2d. To children.—The right to study the text-books of the authorized list, and to their proper proportion of time for recitation of lessons learned from the same. Also, exemption from a requirement to purchase, study, or recite from any book not embraced in the authorized list, if the subject of study is one for which a text-book is provided in said authorized list.

3d. To parents.—The right to send their children to school to be instructed in, and recite their lessons from the books of said authorized list; and exemption from any requirement of teacher, committee, or school board, to supply their children with any books on the same subject, other than those in the authorized list.

Objections have been made to some of the text-books adopted by the Board in 1867, on the ground that they were not suited to the wants of graded schools. It is true that the course of study in graded schools is more thorough than in those that are not graded; and, the school year being longer in the former, more work can be done by the pupils, during their school life, in graded, than in ungraded schools. Hence, so long as there is not time for the pupils in the common ungraded schools to pursue more than a quite limited course of study, one or two text-books on any one subject are all these schools require. But, the pupils in the graded schools, having more time

TOWN OR MUNICIPAL SYSTEM.

are able to pursue one study long enough to master the ordinary series of text-books on the subject ; and the graded schools require a series of text-books on each of the more important subjects.

But, while the ungraded schools require fewer, and the graded schools more text-books, it is possible for a list of books to be selected, that shall meet both these wants ; i. e., that shall be all the graded schools require, and from which one or two books on a subject can be selected, that shall meet the wants and conditions of the ungraded schools. The exercise of a wise discretion, by the Board of Education, in adopting a list of text-books for the schools of our State, would enable them, after due deliberation, and free consultation with the prominent, experienced teachers of the State, to select such a list as would be sufficient for the graded schools, and also would contain all the text-books required for the common or ungraded schools.

With a list so selected, the best interests of children, parents, and teachers would be alike subserved, by a universal compliance with the law relating to text-books prescribed for use in the public schools of the State.

THE TOWN OR MUNICIPAL SYSTEM.

In his Report made in 1862, Secretary Adams discussed the question of giving greater efficiency to the common schools, by increasing the size, and thereby reducing the number of districts in the State. In the Reports of

TOWN OR MUNICIPAL SYSTEM.

1863, 1864, and 1865 he recommended the following modification of the (then) existing laws :

“ The enactment of law by which power shall be given to towns, so electing to do, to abolish all district organizations within their bounds, take possession of and account for all district property, pay all district debts, and in their municipal capacity assume all ordinary functions and perform all ordinary duties of districts.”

And, in discussing this measure, he says :

“ I consider the consolidation of districts and the adoption of graded schools, as the two measures, which at the present time, have more power to affect favorably the schools and education generally, in our State, than any and all other measures that could be taken.”

In the Reports of 1866 and 1867 he recommended the following measures to the Legislature :

“ That any town, at a town meeting legally warned for that purpose, may, by a majority vote, direct the abolition of all the school districts therein, and establish a method of disposition of existing school property.

“ That all Prudential Committees of Districts, except in Union Districts, shall consist of three persons, to be elected at the next annual school meeting for one, two or three years respectively ; and thereafter one member of such committee to be elected annually, and to hold office for three years.”

And, in the Report of 1869, Secretary Rankin discussed at length the subject of “ Town System versus District System.”

These facts are cited to show that, for the last ten years, public attention has been directed to the necessity of either

TOWN OR MUNICIPAL SYSTEM.

enlarging the bounds of the school districts, or of abolishing them altogether, in order to preserve and increase the usefulness of our common school system.

The subject was noticed in the Report of 1870, and was recommended, by the Board of Education, to the consideration of the Legislature. That year, an act giving authority to any town in the State to abolish school districts therein, passed the General Assembly, and became a law. Section one of this law provides that

“ Any town in this State may, at its annual March meeting in 1871, or at any annual March meeting thereafter, by vote, by a majority of the voters present at any such meeting abolish the school district system in such town; and the selectmen of each town shall insert an article for that purpose in the warning for the annual March meeting in 1871, and in the warning for any subsequent annual meeting, upon the application of three legal voters in such town.”

But this law was not designated for publication in the newspapers among the public acts; and, as the session laws of 1870 were not distributed until about the time the warnings for the March meetings of 1871 were posted; and as but few of the selectmen knew of the requirement to insert an article in the warning authorizing a vote to abolish the school districts, to be taken at said meetings; this provision of the law was not generally complied with, less than forty towns taking any action upon the subject, and only seven of these voting to abolish school districts.^a

^a“ The towns which voted to adopt the town system were Woodford, Bennington County; Essex, Hinesburgh, and Jericho, Chittenden County; Corinth and Washington, Orange County; and Waitsfield, Washington County.

A few newspapers published the act as a matter of information for their readers, and thus aided in giving publicity to the subject.

Had the act been published in the newspapers, among the public acts of the session, and the article been generally inserted in the warnings for the March meetings last year, it is quite probable that a much larger number of towns would have voted to adopt the provisions of the law.

I herewith submit such extracts from the reports of the school directors in those towns that have adopted the law, and from other published statements, as have a direct bearing upon the working of the law in those towns.

Extracts from the Report of the Essex Board of School Directors, for the School Year ending March 31, 1872.

“Understanding and appreciating the opposition to the law, and the efforts which might be successfully made to rescind the vote of the town by which they were constituted your Board of School Directors, they did not proceed to the performance of their duties, without taking the best legal counsel they could procure. Either personally or by letter, they consulted several prominent Lawyers and Judges in the State, all of whom concurred in the opinion that the town, having voted to “Abolish the School District System” therein, in accordance with the Act of the Legislature provided for that purpose, *that action was final*, and could not be rescinded by the town at any subsequent meeting. Fortified by these concurring opinions, your Board felt themselves fully justified and authorized to proceed; and accordingly, on the 15th day of March, they organized, after having been duly sworn to the faithful performance of their duties according to the

TOWN OR MUNICIPAL SYSTEM.

law, by the election of A. M. Butler, one of their number, as Chairman, and A. B. Halbert as Clerk, and have held fourteen meetings for the transaction of business, during the year.

By the 4th section of the act of the Legislature, it is provided that "All the School Districts in such Town shall, on and after the first day of April, next succeeding the day when such Town shall vote to abolish School Districts therein, cease to exist except for the purpose of fully arranging and settling up the pecuniary affairs of such School Districts." With this provision of the law the School Districts all complied, transferring their surplus funds where any existed after cancelling their indebtedness, to the Town Treasury, as an offset to their School Tax, and permitting the school-houses and other property belonging to the districts, "to pass to and become the property of the town." The property thus transferred amounted to over four thousand dollars. There are then no School Districts or School District organizations in the town. The entire management and control of the public schools is vested in the Board of School Directors, chosen by your suffrages to that important position. * * * *

"The large number of children of school age at the Junction, and the poor facilities for their accommodation in the school-house at that place, led the Board to consider whether some other building might not be procured, and two schools be set in operation at the same time. No suitable place offering, the Board were led to consider the subject of grading the schools of the town, which by the law they were authorized to do. After due consideration, they unanimously decided to make a beginning in this work. Accordingly they located Primary Schools in the several school-houses where ten scholars could be gathered to attend; an Intermediate school at the Junction, and a High school in connection with the Essex Classical

Institute at the Center. The Primary and Intermediate grades were to alternate each other at the Junction, and to continue ten weeks each; thus occupying the school-house there continuously for forty weeks, spring, summer, autumn, winter; thereby giving all the children of that locality the privilege of attending school some time during the year, without being crowded together like a herd of cattle into a space hardly large enough for one third of the number. The other Primary schools were to continue two terms of twelve weeks each. The age established for the Primary schools was under twelve, with exceptions for those older in years who yet were primary scholars. The qualifications for the Intermediate and High schools were purposely made quite low—the former open to all of school age over twelve, and the latter free to one hundred and twenty children from all portions of the town who passed a satisfactory examination in Spelling, Reading, Elementary Geography, and Practical Arithmetic as far as common fractions—so as to exclude no one who desired to attend school in either grade.

“Your Board trust that the beginning thus made in grading the schools of the town may be carried out more fully and perfectly in coming years, and the time be hastened on when every child in town shall have free instruction in all branches of a common school, higher English, and Classical education.

“In the fall and winter terms, these ideas were carried into effect, and with a fair measure of success, save in one locality, where some parents, not perhaps fully comprehending the designs of the Board, interfered with the arrangement, and persisted in sending their children indiscriminately to the Intermediate school. In consequence the school failed of gratifying the earnest wishes of the Board, and on account of the sickness of the teacher was closed at the end of eight weeks. In consideration of the

TOWN OR MUNICIPAL SYSTEM.

unfitness of many of the school-houses for winter schools, as well as economy in expenditures, after consultation with the people of the localities, who generally favored it, your Board decided to have several of the Primary schools in the fall instead of winter. Six schools were thus held, and four in the winter.

“Your Board established the High school in connection with the Institute at the Center, and employed the Principal of that school to conduct it, in accordance with what seemed to them the best policy and economy. Their power to do so under the law is unquestionable. This school was already established, and many children from all parts of the town were availing themselves of its superior advantages. Many others would if they had the ability to do so. The Board therefore felt it to be their duty to lend a helping hand to the poor man’s child, and give to all those who had the requisite qualifications, both rich and poor alike, the opportunity of taking this step in advance of the old, beaten track. This would operate, moreover, as a stimulus to the Primary and Intermediate grades; for in process of time every child in town may, by diligence and good behavior, reach the distinction of a place in the High school, and thereby secure for themselves more than a mere common school education. * * * *

“They suggested to the selectmen that a tax of thirty cents on a dollar of the Grand List would be sufficient probably, to defray all the expenses they proposed to incur. The tax was accordingly laid, and is the only school tax levied in town during the past year. In some few localities this tax may have been slightly larger than last year, but it bears equally upon all the grand list of the town, and since it brings the means of education more completely within the reach of all classes, there ought to be no complaint in regard to it, for it is believed that the same

amount of money has never been expended more judiciously, or with better results to the interest of common school education in town, than has this."

The superintendent sums up the results of the first year's work under the town system, as follows:

"101 more scholars in the public schools than in the previous year.

1,822 less absences.

1,514 less tardy marks.

\$1.07 per scholar less expense. Free schools offered all the youth of school age in the town.

These results should be highly gratifying to your honorable body and to every citizen of the town. I can but believe that another year's trial will largely increase the friends of the town system."

The town superintendent of Hinesburgh, in his report made in May, 1871, says:

"The town of Hinesburgh, as you doubtless are aware, has adopted the town system of public schools. The vote on the adoption was large, and the majority fifty, in a town meeting uncommonly largely attended. The town elected a board of school directors of six members, and these members are persons residing in different parts of the town, so that jealousies might be avoided.

"It seems to me, there is needed, in order to the greatest efficiency of the town system, a law giving the board of directors, under suitable checks and safeguards, authority, in certain cases, to provide for children's being carried to and from school. For instance; cases will frequently occur where, by hiring one wagon-load of children carried to and from school, the whole expense of one school may be saved to the town. The children so carried,

TOWN OR MUNICIPAL SYSTEM.

being brought thus into contact with other children in a larger school, would be stimulated to learn more, than if kept in a school by themselves. Children so carried would attend school more constantly and promptly, for children love to ride. The bargain might be so framed that the person bringing the children should forfeit pay for every trip, when through his fault the children were late at school.

IRA D. BURWELL, Hinesburgh."

In 1872 Mr. Burwell reports as follows:

"This town adopted the town system, March, 1871; but the impression is so strong in town that the next Legislature will make some change in the law, and the opposition to the town system is so great, that the law is not having a fair trial here.

IRA D. BURWELL, Hinesburgh."

The town superintendent of Corinth, in his report made in May, 1871, says:

"In the main, our schools have been usually successful, having been free from disturbing influences, with a fair attendance, liberally supported, and generally exhibiting commendable attainments. The town, however, suffers exceedingly in the multiplicity of its school districts, having twenty-four where fifteen would as well serve its necessities. This pernicious system entails upon the schools manifold and glaring evils, which go a great way to disparage the success and privileges of our schools, while it institutes a false economy in their management.

"The town, at its last annual meeting, adopted the town system, by a vote of 97 to 50 against; but at a subsequent meeting, in view of the heated prejudices of some against the assumption by the town of our school regulation, voted to rescind and go back to the old system.

"The result of this last unfortunate decision of our citizens, viewed from the present, leaves the interest of our schools in a most unhappy and jeopardized condition. On the one hand, the board of directors deem the vote of recision—if not of legal consequence, at least in the present temper of the town, of highly instructive significance,—and thus refuse to act; while on the other hand the prudential committees refuse to assume any personal responsibility in the premises, and as a sequence, until further light shall convince our citizens of their error, or soften their prejudices, but few, if any public schools will be held in this town.

"In our opinion, the town system is based on the right principle, and well adapted to the wants and requirements of our common schools; and when properly inaugurated under a general statute, we confidently believe that the standard prosperity of our schools will be greatly increased thereby. Experience, however, has convinced us that a change so radical as the town system contemplates, should have the authority of General Law rather than be left to the option of towns, and thus subject to the caprice and pleasure of party prejudice and convenience. This feeling is fast gaining ground in the community; and had the Legislature last fall made the town system compulsory and universal in its application, we think very little opposition would have obtained against it.

C. C. SARGENT, Corinth."

Hon. Hiram Carleton, town superintendent of Waitsfield, in his annual report of 1872, says:

"The town system was adopted at the March meeting in 1871. This was done not without opposition, which continued during the school year. Still I believe the new system was looked upon with more favor at the end, than at the beginning of the year. The aggregate ordinary

TOWN OR MUNICIPAL SYSTEM.

expenses of the schools were a little less than under district supervision, although the teachers received higher wages. On the whole, the schools were an improvement upon those of former years; and still better results may be expected in future."

The following communication, published in the *Burlington Free Press* of March 2, 1872, gives full details of the operations of the town system in Hinesburgh, for the year preceding.

The Town System of Schools—how it has worked in Hinesburgh.

The following account of the working of the town system of schools, by an exceedingly well informed, careful and fair witness, has been furnished us for publication, as of general interest. We commend it to the attention of the towns that have not yet given the system a trial:

HINESBURGH, February 29, 1872.

Hon. C. W. Brownell, Williston:

DEAR SIR:—According to your request, I will give you a little account of the working of the town system of schools in Hinesburgh:

Our town voted last March to adopt the town system, by a majority of about three to two. Six judicious men, representing as fairly as possible all the local and other interests of the people, were chosen directors, including Rev. I. D. Burwell, the superintendent of the previous year, who was made their chairman. The directors and the selectmen united in asking the county judges to appoint Messrs. R. B. Fay, Eli Judson and Alanson Edgerton appraisers of the school property of the several districts. This proved to be an excellent board of appraisers. Their work was done promptly, with good judgment, and to the general satisfaction of all, except, perhaps, in one district, where

an old house, recently repaired on the inside, was appraised less than the cost of repairs. Friend Edgerton got his eagle eyes on the crumbling foundations and rotten sills, and adjudged that the repairs had been in part thrown away.

The directors began with the purpose to make no sudden revolution in the schools, to depart from the old ways only when the reasons therefor were clear and strong, to provide school privileges for every child, every family, every neighborhood, as nearly equal as it was practically possible to make them, to provide teachers for the school houses that accommodated the children, not for those where there were no children, or next to none. Thus far, parents have been permitted to send to any school they prefer.

The primary schools have been kept nine weeks from the first Monday of May, nine weeks from the first Monday of September, and eleven weeks from the first Monday of December,—with a few exceptions for special reasons,—twenty-nine weeks in all.

The aggregate number of weeks has been 368, against 335 the previous year. For the summer schools, the uniform price of \$5 per week was paid, for the winter schools, mostly, \$6.50. The teachers have provided for their own board, generally at \$1.50 a week. Five days constitute a week, with no making up lost time on Saturday.

The total expense of the thirteen primary schools, for teachers' wages, board and fuel, has been \$2,248.94; total expense for the same items last year, \$2,125.20; expense per week, this year, \$6.10; last year, \$6.34. The census of school children just taken is 510. This gives the expense per child, \$4.40.

The trustees of the academy have turned over the use and management of it to the school directors, and during

TOWN OR MUNICIPAL SYSTEM.

the fall and winter terms all pupils residents of the town and under twenty, with requisite attainments, have had free tuition to it. The directors have some plans for consolidating the number of schools, and for graduating the high school with the primary schools, and establishing the standards of promotion, that they have not been able to fully mature in one year. The carrying out of these plans is expected to increase the efficiency of the schools, and lessen their expense.

The directors have asked and received from the selectmen an appropriation of \$2,400 from taxation, to cover all expenses. The selectmen added to this sum one fifth of the appraised value of the school property in all the districts, and then credited the citizens of each district one fifth of the valuation of their own school property. In districts where the school property was least valuable, the tax was about 43 per cent. In districts where it was most valuable, the tax was about 33 or 35 per cent.

The results of the system are the following, as already appears. Taxation is uniform throughout the town. It was formerly very unequal in the different districts. Only a little inequality must continue for five years, those districts which have heretofore taxed themselves lightly, and have poor school-houses, receiving now little credits for school property. Even in these districts the scales will be turned again soon, when they ask, as they surely will, for a new and good school-house, and find that the whole town is to build it.

The schools are more uniformly good. No school must put up with a poor teacher, or a poor house, because the people of the district are poor, or its tax-payers stingy. All are treated as near alike as possible.

Schools are kept where there are children enough to make a school, not elsewhere. Parents can send to any

school their children can reach the easiest. If a school-house nearest to them must be closed, another is open to them.

Another result is, the taxes are lessened in the smaller and less wealthy districts; increased in districts where the land is most valuable, the farms largest and the children fewest.

You may wish to know how our people feel toward the town system after a year's trial. Perhaps I can not say so well as I might after the coming town meeting. But I know of no change of opinion in those who advocated the town system a year ago. I know of no complaint arising from the character of the schools. It is, I think, by all conceded that they have been no worse. Those most intelligently interested in them believe them to have been better, and that they can be made better still without increased expense.

- Those who were jealous of the village, now generally concede that their jealousy was groundless. The remote districts have gained by the change. I know of no opposition except from those whose taxes have been small by reason of no schools, or cheap schools, or poor school-houses, or whose residence was in the districts having a large grand list, and who, now being taxed equally with all other citizens of the town, find their school taxes higher than before. But it would be unjust not to say that many of these acknowledge the justice of the present more equal system, and thankfully support it.

Every advance movement in the direction of good and free schools increases the burden on some citizens, especially on persons of property who have already educated their children; while it lightens the burdens of others, especially those of small property, and large families to be educated. The burden falls upon those who can bear it

TOWN OR MUNICIPAL SYSTEM.

without lessening their personal comforts; it is lifted from those who feel the loss of every dollar paid for taxes. It is a movement in behalf of humanity and benevolence.

Yours truly,

C. E. FERRIN,

School Directors' Clerk.

From all the knowledge I have been able to obtain of the proceedings of the opponents of this law, in the few towns in which it has been adopted, I am inclined to the opinion that it has not had a fair, impartial trial. It seems that a constant, persistent, active opposition to the law has been kept up in those towns, evidently for the purpose of making it so unpopular as to cause its early repeal by the General Assembly. I know that some men, opposed to the law, have acquiesced in the decision of the majority, and have been disposed to give it a fair trial. Had all its opponents, or even a large majority of them, cheerfully accepted the result of the vote of the March meetings, in those towns, and taken hold in earnest to give the system a fair trial, it is not probable that to-day we should find a very strong opposition to it in those towns. Notwithstanding the opposition to the law yet manifest in most of these towns, the friends of the town system throughout the State are to-day as confident as ever that it is *the* system for this State; and that, could it have a fair trial for a few years, the people would be unwilling to return to the present district system.

The experience of the last two years shows that there are objectionable features in the law, and these it seems

very desirable to have modified by the General Assembly, the present year. These objectionable features are three, viz:

1. The lack of any provision whereby a town which has adopted the law may, after a term of — years of trial, have the opportunity to vote whether it will continue the system or return to the district system.

2. The people of a town have no voice in determining the number of primary schools that shall be maintained in the town.

3. The difficulties that are found in attempting to equalize the value of the district property, under the provisions of the law.

It is the opinion of many that, if these three objectionable features could be done away with, many towns would, in the coming two years, adopt the law, and give the system a fair trial. I would therefore recommend that this law be amended in the following respects:

First.—So amend section one, as to require every town in the State to vote on the adoption of the law, at the March meeting in 1873; giving those towns in which the law is then rejected, the right to vote on its adoption at any subsequent annual meeting, under the regulations now prescribed in said section one; and giving all towns that adopt the law, the right to vote at the end of every four years, whether they will continue the system, or return to the district system.

Second.—By amending section seven, or by an additional section, either require the Board of School Direc-

TOWN OR MUNICIPAL SYSTEM.

tors to maintain a primary school in every school-house where a given number of pupils—say 10, 12, or 15—will attend the school; or, authorize the legal voters to determine, by vote, at the March meeting, how many primary schools shall be maintained in town.

Third.—Amend section four so as to simplify the process of equalizing the value of the district property.^a

That the town system is advocated by nearly all the leading educators of the country; that the teachers of our State are nearly if not quite unanimous in its favor; that a majority of the town superintendents believe in it, and advocate its adoption; and that the leading educational sentiment of the State is decidedly opposed to a long continuance of the district system, and in favor of the speedy adoption of the town or municipal system, are facts worthy of candid consideration.

^a The entire abolition of the district system and the disposition of district property, are provided for, in one of our sister States, as follows:

“ A town may at any time, abolish the school districts therein, and shall thereupon forthwith take possession of all the school-houses, lands, appurtenances and other property owned and used for school purposes, which such districts might lawfully sell and convey—the property so taken shall be appraised under the direction of the town, and at the next annual assessment thereafter, a tax shall be levied upon the whole town equal to the amount of said appraisal; and there shall be remitted to the tax-payers of each district, the said appraised value of its property thus taken. Or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest.”

VIEWS OF TOWN SUPERINTENDENTS.

From the Reports of 1871.

ADDISON COUNTY.

I do not consider the present district system perfect, but I consider it far superior to the town system. Each system will be an educator, to a greater or less degree, of the people who are officially connected with the schools. In those towns where the town system is adopted, the directors and their clerks will be the only persons educated by transacting business connected exclusively with the schools. Where the district system is retained, the clerk, prudential committee, treasurer, collector, and auditors in each district in town will all be educated, by transacting business connected exclusively with the schools. The school meetings are also a means of education; here the men learn to preside in deliberative assemblies, have opportunities to learn something of parliamentary rules; and also, the boys who attend school meetings, often get their first lessons, preparatory to taking an active part in town meetings. I admit that very many districts do not come up to the right standard as they should; but, shall the system be changed on account of it? No; let the system remain, and be improved what it can. It is this system which has made Vermont, yea, all New England what they are. Are men in the school districts to have no voice in regard to the schools? Are three or six men whom the town may appoint, to have the *whole control* of the schools in town, and all connected with them? I am opposed to this central power. I want the power to remain with the people in the several districts, instead of having it all transferred to three or six men in town.

HARVEY Z. CHURCHILL, Goshen.

I am in favor of doing away with the district system. Then have a county superintendent appointed by the Governor, and if it be too much trouble, as some argue, for the teachers to meet him at one place, let the county superintendent hold a public examination in each town. Incompetent teachers would then pass out of the ranks, for such a superintendent would be above all local influences.

G. A. KIMBALL, Orwell.

I think the time is near when the district system will be abolished, and the town system will take its place. At present, there are many

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

opposers, for the reason that they do not understand the design of the law. If I have the right understanding, after a careful perusal of it, I regard it as a movement in the right direction.

EDWIN C. GIBBS, Ripton.

BENNINGTON COUNTY.

Till we have the town system, there will probably be little improvement.

ELIZA M. CLARK, Bennington.

CALEDONIA COUNTY.

The effort now being made in our State to abolish the district system, deserves the careful consideration of every citizen. To me it seems a step of true progress. As the board elected to take charge of the schools of the town, which adopts the town system, are to hold their office three years, one third of the number being elected annually; they would soon become acquainted with the wants of the schools and the capacities of teachers, and thus be better able than prudential committees now are, to secure such teachers as are *best* adapted to the different schools.

Many of our schools are now too *small* to be really good. With one scholar in a class, there is no chance to excite emulation; and in a school of 10 or 15 scholars, it is almost impossible to awaken any great enthusiasm. To secure the highest efficiency of a school, I think the average attendance should be *at least* 25. In 7 of the districts in this town, the whole number of scholars in the district is less than 26, while in only 1 district has the average attendance of either term exceeded that number. The aggregate average attendance in 9 of the districts last summer, was only a fraction over 12. Now, if these 9 schools could have been put into 4, or at the most 5, what a saving of expenses to the town there would have been! And while saving the expense, the efficiency of the schools would also have been greatly increased.

Another advantage of the proposed change is, that it would equalize the expense of supporting our schools. Under the present system some districts pay but very little, while others pay a heavy tax to maintain their schools.

The new method makes all pay alike throughout the town, and then gives to all the children the same length of school. This certainly will be very much to the advantage of the smaller districts, on

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

which the burden of supporting even a short school now comes so heavily. The disadvantage arising from the greater distance some will be obliged to go to reach the school, if the number of schools is lessened, will, I think, be much more than made up, by the advantage of having a larger and better school to attend.

I trust the subject will be considered and discussed, so that our town will soon be able to act wisely and intelligently upon a question which so vitally affects the welfare and prosperity of our schools and our State.

L. S. WATTS, Barnet.

We are of opinion that the town system will not be as satisfactory in this section, as the old method of supporting schools.

A. M. HEATH, Groton.

In previous reports I have called attention to the benefits which I thought would result to the town, were we to take advantage of the new school law, allowing towns to abolish the present system and entrust the educational interests to a board of education. It seems to me that the benefits resulting must be apparent to all. At present, when difficulties arise in a school, the district divides into factions, and the trouble seldom ceases until the end of the term, and often a quarrel of years is the result. Under the new law, a board of disinterested persons, who understand the wants of the various schools, would act as arbitrators. Again, there would be a chance of getting teachers for schools to which they are adapted, and the same teacher, if successful, might teach the same school several terms in succession. This constant change of teachers is, I think, a very serious fault. The smaller districts could be absorbed in the larger ones, and children could attend school where most convenient. Those parents who would be discommoded by sending a greater distance, would be compensated by the increased facilities their children would enjoy. I urge upon all, the importance of familiarizing themselves with the provisions of the new law.

C. A. BUNKER, Peacham.

Although some of the districts would be but little benefited by the town system, I am decidedly of the opinion that, on the whole, the cause of education in the town would be advanced by its adoption.

JAMES M. BEATTIE, Ryegate.

It is obvious that the great lack in our schools, at the present time, is thoroughness in instruction. We want teachers who shall

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

lead the mind of the pupil right to the root of the matter. There has been enough superficial work in this vocation. It is time the inhabitants of every town were awake to the importance of an immediate remedy for this evil. But it is a lamentable fact that many are still indifferent, not only to the existence of this, and many other evils in our present school system, but also to the necessity of a change in order to correct them. As in other places, so here, there is a disposition to follow old customs, with all their errors and want of adaptation to present demands. There seems to be a reluctance to adopt any new measure that proposes to better the condition of our schools, arising from an ignorance of the merits of the system proposed, and from incurring any additional expense. Now it is evident that this blindness and fear are owing to a lack of interest in the subject of education. Let the importance of the thorough education of the young be properly appreciated, and no one would fail to see that something is wanting to make our schools what they should be. It is true, the ideal educational standard can not be obtained at once. It is probable that a sufficient supply of thoroughly qualified teachers can not be had at once. As in other enterprises, so in this,—the ascent toward perfection is in a certain sense gradual. But there is no fixed point. The motto is always "onward." The time has arrived when a step must be taken in the advance, or our schools go down. That step should be taken which will be for the best good of the rising generation. This seems to me to be the adoption of the town system. It is the plan which, of all, best adapts itself to our present situation. It is a plan which promises not only to remove the many evils in our present system, but its provisions are a sure guarantee to our future educational prosperity. The great achievement of its working will be, a set of teachers fitted for their work. Every town should adopt this system in order to keep peace with our sister states, and as a duty we owe ourselves and children.

WM. DEXTER, Sheffield.

I think our schools are much better than they were twenty years ago, but there is much yet to be done. Our districts are too small. We have thirteen districts and should have but seven. Let this town have only seven districts, and let each of the seven school-rooms be suitably furnished with the necessary apparatus, and give us teachers from the Normal Schools who have been taught principles as well as rules, and we will then see our scholars go ahead.

CHARLES PERKINS, Walden.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

It is as impossible for our schools to always continue to run in the old educational ruts, as it is for old theology to do so with religion, or as for the arts and sciences to always stand still. Our school system sadly needs making over; but it should be done considerably and *plainly*, so that all persons of fair intelligence can fully understand and practice it. I have not the least doubt but the town system, or some other system equally as good, will eventually supercede the old district system. But it can not be adopted all at once. It must take time, patience, and labor.

F. V. POWERS, Waterford.

CHITTENDEN COUNTY.

The law passed by the last Legislature meets with some approval. It has many features in it which would work well in our town. The privileges of the children would be more nearly on a par, and taxes would be equal. Poor districts would not be obliged to supply a third-rate teacher, and be oppressed with taxation at that.

HARMON HALL, Bolton.

This system does not, as many suppose, necessitate the removal of places of holding the schools, or the union of all in *one central school*. There are advantages in the system. It is more simple, requiring fewer officers, and a more direct method of selecting teachers and raising taxes. It secures an equalization of taxation which is certainly more just, as the matter of education affects the whole town. It secures more nearly equal privileges to all the children of the town. In fine, it is a truer realization of the idea of a public system of education.

GEORGE S. CHASE, Colchester.

I hope the day is not far distant when we shall be working under the town system. I shall then look for better teachers, and more correct reports

JAMES C. HARMON, Westford.

ESSEX COUNTY,

I think the town system will work a reform in our larger towns, and that it ought to be adopted. Yet in our small, sparsely settled towns I fail to see so great a need for the change, though I don't see how it would injure them. Therefore, I favor the town system.

J. EVANS, Bloomfield.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

This town voted not to adopt the "town system." The Act had not been published in any paper circulating here, until the week prior to the town meeting, and so had been seen by but few. Consequently, it had received no proper consideration. I consider it correct in principle, and have no doubt that it will be ultimately accepted.

GEO. W. HARTSHORN, Canaan.

There is a favorable sentiment toward the town system.

ELMORE CHASE, Concord.

FRANKLIN COUNTY.

The districts in this town are too small. The people are more anxious to diminish the distance the children have to go to get to school, than they are to secure for them good schools when they get there.

There are three districts in this village, whose school-houses all lie in a line, the middle one a half mile from the other two. Yet the absurd local jealousies of the village prevent a union of the districts. Our only hope lies in the town system, which would over-ride these little jealousies. The vote on the town system was a very encouraging one. Another year's discussion, it is hoped, will secure that for us.

G. F. WRIGHT, Bakersfield.

Over one half the schools in this town average less than twenty pupils, and some less than ten; now it costs more to support two small schools with cheap teachers, than it does one large school with a competent teacher. It is well understood that small schools are not the most profitable; that a school of ten pupils, other things being equal, will fail of so good results as one of thirty pupils, and, in general, the usefulness of a school diminishes just in proportion as it diminishes in size. Again small districts are not able to hire first-class teachers, nor are they able to furnish good, comfortable, and pleasant school-houses, with wall-maps, globe, dictionary, clock, &c., to say nothing of play-grounds enclosed, where children may play, without running in the dust and mud of the highways, or tangling the grass in the meadows of your neighbor; and what competent teacher can be employed in a school of ten or twenty pupils, if they can get a larger one.

Teachers understand how impossible it is to secure, in a small school or in a small class, that healthful and proper stimulus which is almost an incident to the large school, or the large class. Look back to you

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

boyhood when you went to school. Did you ever constitute an entire class by yourself, or were you ever in a class of two or three? Do you remember how difficult it was, to create in yourself any measure of interest, which would make the labor of preparing your lesson any thing but a dreary task. And this evil extends to the teacher as well as the pupil. He, too, needs stimulus.

A careful examination of the statute will show that the duties imposed on the school committee, are the most important of any committee to the citizen or the State; that in their keeping are the highest interests of the State. Properly to discharge the duties of this office, one should possess high moral character, great mental endowments, a large measure of mental discipline, an unusual degree of intelligence, good practical common sense, broad and liberal views, sound judgment, and a fervent love for the welfare of the State, quickened by the recognition of the fact that its permanence and security depend upon the efficiency of its schools.

Under the present system, the educational interests of this town are in the keeping of fifty or more officials, consisting of prudential committee, district clerks, district treasurers, district collectors, town clerk, and the superintendent. What town in the State can furnish this maximum number of men, competent to hold this important trust? How many of the two hundred forty-three towns of the State could furnish fifty men who, by native gifts and acquirements, are fitted for these duties? The average attendance of pupils in this town is about two hundred. This gives one school officer for every four school children. What an absurdity! Who believes in this multiplicity of supervisors, which almost inevitably results in no supervision at all. Why not elect a board of selectmen, fifty in number? Who would care to live in a town thus supervised? Is it not that three men are found better than fifty, that three are elected? Six or three men competent for the duties of the school department of the town would do much better than fifty, even if it were possible to secure fifty men as competent as the three or six.

Change from the district to the town system would result in a more efficient supervision. Almost every town can select a board of men competent to look after the interests of the public school. This is not true of one half of the districts of this State. A choice from ten men gives a poorer chance than a choice from two hundred men. Such change would give more permanent supervision. Seldom a committee-man likes to hold the office over one year, unless he likes to hear his neighbors find fault with him. Besides, small communities are

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

more democratic than larger ones. Every man must have his share of the honor, and take his turn at the wheel, without regard to ability.

Making a town board of supervision would render competitive examinations possible, which are now impossible. Such examinations would shut out the most incompetent of our teachers. Fewer sons and daughters, nephews and neices, wives, brothers, and sisters would be employed. Even when they are thoroughly competent, their employment is often seen to waken such a spirit of antagonism as will impair the efficiency of the school.

This system would establish permanency of teachers. When the board found good teachers they would keep them. The frequent change of teachers is a great evil. It breaks up all connection between one term and another. Each teacher has his own ways, and it takes some time to get out of the old ways and into the new, and quite a portion of each term is spent in getting started. It often happens that a term is one third spent before it is well begun. The teacher has to learn the needs and capacities of his pupils, before he is able to instruct them. The experience a teacher has in one term prepares him to do better in the same school the next term. He has not to commence in the elementary rules of each study; he knows the ability of each pupil, and has each commence where he left off the term before; and thus greater proficiency is made that term than the one previous.

Why should not taxation for the support of schools be equalized? Equity demands that it should. Every reason which can be urged in favor of good schools, demands that it should. Some districts can support a fourteen weeks' school, with a teacher at from seven to ten dollars per week, with a tax of from eight to twelve cents on the dollar on the grand list; while others, to support a twelve weeks' school, with a teacher at from two to three dollars per week, pay from forty to seventy cents on the grand list. Is there any good reason why one man should not school his children as cheap as another, according to what he is worth?

A. L. GALUSHA, Franklin.

I regretted the town was not able to vote this year upon the town system of schools, which I regard as the "one thing needful," and the very best thing our Legislature has yet hit upon for the upbuilding of our schools upon a more substantial basis.

CHAS. H. LOOMIS, Georgia.

My judgment fully approves the town school system.

JOSEPH W. TAYLOR, St. Albans.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS

LAMOILLE COUNTY.

Our town is small, and all the districts are the same as back districts. They usually hire young and cheap teachers; consequently they are inexperienced. The inhabitants of our town are sparsely situated, and the consolidation of the several districts into one would be somewhat inconvenient; yet I think that the benefit arising from such a change would more than compensate for the inconveniences, by having better schools, longer terms, and competent teachers.

Z. W. A. LEACH, Belvidere.

ORANGE COUNTY.

I think the town system will work good results, when the towns adopt the plan heartily. Even though it sustains the same number of schools, the tendency will be toward better school-houses, better school-rooms, furnished with maps, globes, &c.

Teachers will be better apportioned according to the particular need of the schools; and a more equal taxation and a better supervision will be secured.

A. S. ALLIS, Brookfield.

Our town was not ready, at its last annual meeting, to adopt the town system; but they appointed a committee to investigate the subject, and report at a future meeting. I believe that the only true way of supporting schools, is by money from the town treasury. The situation of our districts is such, that we could adopt the town system with as little change as any town in the State.

N. L. BOYDEN, Randolph.

The general school law, passed last fall, I think must, when adopted throughout the State, be of the greatest benefit to our school system; and when fully understood, it will place our schools on a basis second to no other State in the union.

L. H. TABOR, Topsham.

The system seems to be wisely adapted to the present state of our districts, and to the wants of our rural school-houses; and I think the people see it, and I hope will be ready to act accordingly.

No better legacy can be left for the children of a town, than a good system of common schools, and a successful band of teachers.

O. S. MORRIS, Tunbridge.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

ORLEANS COUNTY.

I do not believe our town will be prepared, for some few years at least, to make any change in the school system. The district arrangement seems to be the best for us at present.

A. C. CHILDS, Charleston.

On entering upon the duties of superintendent, I was forcibly impressed with some of the weak points in our present school system, and especially in regard to the method of engaging teachers. Soon after entering my office, I received a letter from our former Secretary, urging the superintendent to the responsibilities of his office, and saying that the success of our schools depended largely upon him. But as he could have no voice in selecting the teachers, it seemed like tying his hands, and then asking him to do a good work. To be sure, he has the privilege of rejecting, but that is a very indefinite way of selecting. It seemed to me that a person who was acquainted with the wants of the different districts, and the abilities of the different teachers, could select and distribute to a far better advantage than is now done. I think the town system would be of great advantage in this respect; and I hope the time may soon come when the towns will take this matter in hand.

C. L. FRENCH, Glover.

The new school enactment in regard to the town system, I consider to be a step in the right direction, at least for the large towns; but I think it doubtful whether it will work in the smaller and sparsely settled towns. We shall watch its workings, and be ready to adopt it, if it shall appear practicable and best.

H. N. HOVEY, Lowell.

The law to abolish school districts and to substitute the town system, is, to my mind, one step in the right direction; but the people of this town are afraid that it will take away their old, established rights, which are sacred in the minds of most men. They think it best to be very cautious in adopting new methods. Some of them thought it was best to wait, and see how it worked in other towns.

O. S. MILLER, Westfield.

RUTLAND COUNTY.

I think this town is well adapted, geographically, to the plan of one central school; but the majority of the people do not, as yet, fully realize the importance of adopting this system immediately. The

TOWN SYSTEM -REMARKS OF SUPERINTENDENTS.

question is being discussed by the more thoughtful class, and I think ere long, the better system of central schools will be adopted, with better teachers, apparatus, and other conveniences.

CHARLES E. TAYLOR, Middletown.

I am anxiously awaiting a revolution in our school affairs, when we shall realize the benefits which I truly believe will arise from a general adoption of the town system. I am confident in the belief that, by limiting the management of our school matters to three or six men, instead of eight to fifteen, will tend not only to furnish better school-houses and more competent teachers, but will aid materially in lessening the too common and injurious evil, *district rows*.

S. H. LIVINGSTON, Mount Holly.

WASHINGTON COUNTY.

It seems to me that our schools have reached the limit of improvement under the district system.

To secure a first class school,

1st. The number of pupils must be sufficiently large to call out the life and energy of the teacher.

2d. A class of better qualified teachers must be employed.

3d. A uniform system of instruction must be adopted.

4th. The compensation of the teacher must be such as will induce him to qualify himself for the work.

To effect all these important changes under the district system. is an impossibility.

With the schools in a town under the direct supervision of a competent superintendent, they are virtually taught by him; and a systematic course of instruction can be pursued by all the schools in town. He selects and examines all his teachers, and guides all their work. He is not, as under the district system, obliged to give place in his schools to a person who holds a State or a Normal School certificate. A thorough examination and practical work in the school-room will be his criterion.

Barre, by adopting the town system, and establishing six schools, so that every child in town, with the exception of six, could reach school by traveling less than two miles; and by appropriating \$250 to each school of six months, will save, for the benefit of the town the handsome sum of nine hundred fifty dollars per annum.

In three districts in town the cost per pupil is, in one thirteen cents.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

in another thirty-three cents, and another one dollar, the average in town being fifty-four cents.

When the town system has had a fair trial, I think its operation will be satisfactory to all.

J. S. SPAULDING, Barre.

I am certain, from my observations as superintendent, that the old law must be more surely and successfully enforced, or the new law be adopted, to ensure anything like that efficiency which should be obtained; and from what I know of the town system and its results, I am favorably disposed towards it.

FRANK PLUMLEY, Northfield.

School districts were abolished at our last Annual Meeting in Waitsfield; and we hope to be able to give favorable reports of the workings of the new system.

HIRAM CARLETON, Waitsfield.

WINDHAM COUNTY.

There seems to be a pretty strong prejudice against the town system of schools in this vicinity; yet I have no doubt if it should be put into operation, and continued a sufficient length of time for the people to get acquainted with it, that they would be satisfied with it.

W. H. FOLLETT, Halifax.

I think the town system could not fail to *better* the condition of the schools in this town. We support seven district schools; and were there but four, we should indeed have "less employment for poor teachers," and should be better able to *pay* for the services of *good ones*.

M. I. REED, Vernon.

The law on the town system is in the right direction, but it will, not, I think, be generally accepted by the towns, unless there is something more. It is unjust to require the small, out districts to go to centers, unless there is some compensation made to them. The town should be obliged to pay for carrying scholars from the remote districts. It can be done much cheaper than to support a school.

A. STEVENS, Westminster.

WINDSOR COUNTY.

I think the more the relative merits of the town system and district system are discussed, the greater proportion of the intelligent persons will favor the town system. At present there is a large majority of the citizens of this town against the town system.

MARTIN H. GODDARD, Ludlow.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS

Our schools for the past year have generally been successful; and yet this town, like other thinly populated towns, must suffer somewhat from inefficient teachers. Our very small districts can expend but small amounts for educational purposes, in comparison with what our children are needing. It is the same old story, "poor districts (because they are small), cheap teachers, poor schools." Perhaps the adoption of the town system would remove many obstacles and work reform by consolidating; yet these mountain towns will always suffer, until the Almighty shall level our hills and effect a natural consolidation. I am satisfied that the town system is the most feasible in many of our towns; yet in this town, situated as it is, I think it a question.

JOHN S. SLACK, Plymouth.

While the graded schools of this village are constantly growing better, most of the outlying districts are just where they were years ago. In quite a number of instances I have found myself utterly powerless for good, on account of the small number of scholars—the incompetency of the teacher,—or strife in the district. Either of these causes, alone, may render a superintendent's labors entirely ineffective. In this matter, co-operation on the part of parent, teacher, and pupil is very necessary. If there is a lack of this on the part of either, the work must be proportionately retarded. And how is this, so far as parents are concerned? In almost every district in town there are factions, either of which are determined not to be satisfied with the other,—and their "actions speak louder than words," that they are more interested in having a poor school than a good one. There is hardly a teacher in town but what complains bitterly, because of not being visited more in their schools by parents,—either staying away on account of indifference, or for the reason that the other party are in power. Where is there a district in which this evil does not exist in full force, or if partially buried, is liable to spring up again at any moment? I could mention several instances where whole families are proscribed socially, in their own immediate neighborhood—because of efforts in school meeting for a better state of things. While every citizen feels and knows it to be his duty to attend the annual school meeting—hundreds of the better portion stay away to avoid strife, and thus allow those who feel no real interest, to so penuriously manage school matters that it were much better to have no school at all. And here lies the worst difficulty of this old system. Where is the prudential committee, or the individual who has served in that capacity and can remember what his feelings and convictions were,

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

at the close of his term—but what would gladly surrender this responsibility, and vest its powers in a committee answerable to a higher court than half a dozen of his neighbors, who may be influenced by feelings and prejudices which should be far removed from every public office and duty? Nothing in our whole school system works so much positive injury,—is such a hindrance to progress and improvement, as the quarrels and strife engendered at these annual meetings. Are we as parents and citizens so blind to our own interests, as to allow this state of things to continue? Is not the future of the child dependent upon the way in which we execute the trust of training and educating the future citizen? Many of our schools are indirectly the nurseries of ill-manners and vice, for which the teacher is in part responsible;—the rest belongs to the parent. There are many children who receive their first, last, and only lessons in good manners, in the school-room. How important then, that it be not neglected there. Fellow citizens, we can not escape the responsibility if we would. It is our own individual work—not others—and our personal interest and every other, demand that the child be so cared for, that his or her future shall be one of usefulness and honor.

Let us make our schools desirable for the better class of teachers,—pay such wages that they can afford to qualify themselves, and the work is well begun.

To do this, we ask you to vote for the proposed change. Let every voter say, by printed ballot, whether it shall be tried or not. If decided in the affirmative, the town proceed to elect by ballot a committee of three for a term of one, two, and three years—one new one chosen each year, whose duty it shall be to appraise all district property, take possession of the same in the name of the town, crediting each district with the value of its school property, the same to be deducted from each individual's town school tax according to amount of grand list. Locate schools wherever the public interest may require, and with the town superintendent have the entire charge and supervision of the same, as now required by law. The location of school-houses is now such, that the change would be attended with very little expense. Not more than one would require moving—a few refitting and furnishing. But a single objection have I heard raised—the increased distance of some of the children from school. In reply I would say, Better go ten miles, if necessary, to a good school than ten rods to a poor one. How often do we now see scholars go two or three miles to enjoy the privileges they can not in their own district.

W. H. HASKELL, Springfield.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

I would respectfully recommend to the citizens of the town, an unprejudiced and careful examination of the recent school law passed, and now in force, authorizing towns, where they will, to abolish the school district system, with its careless and often entangled working, and adopt a board of school directors to take charge of the schools and educational interests of the whole town. I do not propose here to enter into a discussion of the points involved; but, with the last two superintendents,—Dr. Stiles and J. B. Farnsworth, Esq.,—I am satisfied that the change would be found to meet the wishes of thoughtful parents in the remoter districts, better than the old arrangement: and would set forward and concentrate to better advantage the general interests of schools and of education throughout the town. And also that it need be done with little or no friction, as ample provision has been made in the act to guard the rights and privileges of all parties concerned, and to secure, on the part of the officers appointed, immediate and careful attention to their duties. The last two annual reports of the Vermont Board of Education temperately and ably discuss the subject in all its bearings.

MALCOLM DOUGLASS, Windsor.

From the Reports of 1872.

ADDISON COUNTY.

The majority of our town are opposed to the town system, thinking the result will be much inconvenience, and perhaps be detrimental rather than beneficial to the cause of education.

CHARLES H. WILLMARTH, Addison.

I am very anxious that the town system of schools should prevail. One great evil which I observe is, that in so many districts the average number of scholars is from six to fifteen only, rendering it impossible, without excessive taxation, to place a well qualified teacher over the school. Though the town system would not remedy this evil in all cases, yet in the great majority of instances I think it would.

A. B. LYON, Ferrisburgh.

The town system is gaining in favor with the citizens of this town, but no vote has yet been taken upon the question. Time will prove its value in comparison with the present system.

ABEL E. LEAVENWORTH, New Haven.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

The people of this town know nothing of the town system, and will not try to inform themselves, but prefer to drag along in the old ruts.

EDWIN C. GIBBS, Ripton.

The town system would not be practicable in this town, as the districts are widely spread over a hilly country; but some of them could be consolidated, in my opinion, to the advantage of those districts which are located so that they could send to a convenient center.

G. R. THOMAS, Starksboro.

BENNINGTON COUNTY.

Though, by special legislation, there are graded schools in the villages of Bennington and North Bennington, there are many reasons in favor of the change from the district to the town system for the country schools.

1. All parts of the town will have equal advantages.
2. A uniform course of study; and methods of instruction; as also uniform text-books; and the advancement of pupils from one grade to another as their proficiency requires.
3. Pupils from all parts of the town can claim admission to the high school.
4. The Board of Education will have power to make such regulations as shall secure regular attendance and punctuality.
5. The new law provides for more effectual supervision, than is possible under the present system.
6. More equal taxation throughout the town.

As we value the best good of the children, we should give this subject thorough, careful investigation.

ELIZA M. CLARK, Bennington.

Our people have made two brave fights under the act of 1870, authorizing towns to abolish school districts. In the first the sons of Erin beat us; and in the second the sons of Erin and the day beat us, but by a less majority. Our principal men, almost without exception, favor the town system. They desire something new, and have no fears of a worse system than we now have. There are those among us, as elsewhere, who still long for the return of the good old days, when the lineal descendants of the man who "thought the visual line that girt him round the world's extreme" shall again be *Professors* of Astronomy and Belles lettres, and teach, unquestioned and for a song, the exact sciences and chemistry from text-books,

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

whose name is legion. With these "The thing that hath been is the thing that shall be," and this is the ticket they vote first, last, and always. When an old, rotten, worthless school-house, built by the "Scribe Rule," or an effete school system is in danger, winter's cold has no power to stay their steps, but they speed to the polls, like a bird on the wing. Nothing so fills their bosoms with alarm, and pricks them in their heart of hearts, as the progressive education of the living present; and the place they hope to go to when they shuffle off this mortal jacket, is when there is no new school-house to be built, and nothing new under the sun. Previous to the first battle aforesaid, I closed my report, by venturing to remark, that "arguments in favor of the education of the dead past, and in opposition to the progressive education of the living present, are arguments for the battering-ram, and the stake, and the thumb-screw, and the old pod-auger that had to be started with a gouge, and the pigeon-post. But arguments for the battering-ram and the pigeon-post are too late, and can deceive nobody. Gunpowder will still be used in war, and the lightnings of heaven will still be chained down, and move to subserve the purposes of man. The progress of the human race, ever since man was let loose on this planet, has, like the mighty rivers of the globe, been onward and resistless. And so it ever will be, to the end of time. The education of every day is better than the education of the day before. The educational ideas of the living present are onward and still onward, and not backward. Our proper place is at the head of those ideas. We may resist them if we choose, but we shall surely be overthrown. We may march behind them if we please, but we shall surely be dragged onward.

E. M. TORREY, Dorset.

I am decidedly in favor of the town system.

G. T. SHANKS, Winhall.

CALEDONIA COUNTY.

While the town system is undoubtedly an advance on the old district plan, there are great difficulties in the way of its operation in this town. It would render it almost impossible for a great number of the children to attend school, especially during the winter months.

J. SERVICE, Barnet.

The proposed law, commonly called the town system, is not favorably looked upon by the majority of the inhabitants in this section. Some parts of the law might be favorably received; especially the

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

equalization of taxes. I think that if those towns that are belligerent to that law, would raise the school fund by a tax on the grand list of the town, instead of the grand list of districts, without nullifying any district organization where consolidation is impracticable, each district drawing from the town treasury a sufficient amount for school purposes, they would be far better satisfied than they are with the present system of raising money by the district. This would do away with all necessity for a division of the public money, and give all an equal chance, provided each district has the same number of weeks of school, which would probably be the case under such an arrangement.

E. W. SMITH, Burke.

In my report to the town, I earnestly recommended uniting two or three of the smaller districts in one, wherever it could be done without great inconvenience, so as to enable the citizens to have longer schools, and more experienced teachers. It would also enable them to have better school-houses and school apparatus. As it now is, the small districts feel that it would be too great a burden to provide themselves with such necessities single-handed; but if united, these burdens would be light, and every scholar might be blessed with a good school-house and a good teacher.

A. M. HEATH, Groton.

I think the town system would be a great improvement, not only because it would dispense with a great number of school officers, but on account of more uniformity in the management and regulation of schools. It would also make the school taxes much more just and equal, and avoid much contention and ill feeling. I think a school district is too small a corporation to manage appropriately the important business incumbent upon it. There is no reason in compelling one person to pay nearly one half the expenses of a school in which he may not be personally interested, because he resides in a district of small grand list. There are instances of this kind in town, and probably every town has similar ones. All this would be prevented, by adopting the town system.

R. RISLEY, Kirby.

I believe the town system to be a great improvement on the old district system, in large or thickly populated towns. I think it hardly practicable, or at least do not see that such towns would derive much benefit from its adoption. If parents would be more zealous and active in the matter, and would cease to employ any but qualified and

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

experienced teachers, and take a more active part generally, our common district schools would rapidly improve, even under the old district system.

J. W. COLBY, Sutton.

CHITTENDEN COUNTY.

The town system, one year ago, met with few supporters in this town; but at the present, many think favorably of it. If it works well in adjoining towns, it will not be long, I trust, before it will be adopted by this one.

T. R. GORDON, Bolton.

I wish to repeat what has been said so often. The "district system" fails to secure such schools as the children need, and this mostly on account of the ignorance and inefficiency of the district officers. I find that *very* few of the prudential committees exercise *any* intelligence in selecting teachers. They do not look after the interests of the schools in other respects. The clerks, many of them, do not know when the registers are correctly kept. In many cases there is a feeling that the superintendent is working against the interests of the districts. There is too little coöperation with him.

GEORGE S. CHASE, Colchester.

The town system has not been tried in this town; yet I think it would be a great improvement upon the district system.

O. H. ELLIS, Huntington.

There is a great deal of complaint against our schools. We are told that they are not as good as they were forty years ago. We don't believe it,—although they are not what they should be, or would be, could we have any perfected system of common schools. The truth is, Vermont has no uniform system of education. She has been grafting some improvements upon the old system, so that what we have is a mongrel affair, a wretched piece of patch-work, nothing worthy of a State. The town system, could it be generally adopted, I have no doubt, would be a step in the right direction; but ignorance, and wilfulness, and prejudice will oppose it. The Legislature should have made the law final, and not left its ratification to the people. The course, as it seems to me, is unbecoming the wisdom and dignity which should characterize the law-making power. Who does not know that a reasonable measure adopted, will not ordinarily arouse a tenth part of the opposition of a measure proposed? I hope our next Legislature will amend this law, by making it a finality.

J. H. WOODWARD, Milton.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

The vote on the town system was greatly influenced by the idea that the village would be the only part benefited; and most of all, because there was no school-house at the village, and outsiders thought it a "dodge" by the village to get its house built.

A. D. TAGERT, Shelburne.

The question of adopting the town system by this town, was passed by us as unworthy of consideration; but its adoption in adjoining towns has caused a *jar* in our fractional districts. We should have a law compelling all towns to adopt the town system, or the one we have should be repealed. Some intelligent minds think we have had too much legislation in our school system, and we ought to *rub out* and begin new. He who will give us a good substitute for our present complex system, will be a public benefactor.

J. H. MACOMBER, Westford.

ESSEX COUNTY.

The vote with regard to a change from district to town system would have been, to try it for a time, had there been any one ready to take the office of chief director. But no one suitable for the place was willing to take it, and therefore the matter was dropped.

JOHN C. HOUGHTON, Brighton.

The town system has not been accepted in this town, and probably will not be until it shall be found to work so well in other towns, that the people here will thereby become satisfied of the correctness of the system, and the advantages that must accrue from it,

GEORGE W. HARTSHORN, Canaan.

The town system has but few friends in this part of the State. The matter has been discussed in our village lyceum, and the weight of public opinion is decidedly against it. I am persuaded that even in as sparsely settled and poor a region as this, it may be adopted with much benefit to the public schools. Our schools cost for the past year about twelve cents per day for each scholar in attendance,—fully three times as much as they should. The reason is not that we have paid higher wages to teachers than should be paid. Nor is it by reason of any extravagance in the expenditure of the school money. Our schools are too small; the average attendance of all the schools in town being less than eleven, and the average attendance in the largest school in town for the past year being less than fifteen. For the maintenance of schools of this number we are obliged to pay fully as much, as would be necessary, if the schools were two or three

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

times as large. It does appear to me that, with the town system, all the scholars could be well accommodated with three instead of six schools; and that thereby the terms could be doubled in length, or the expense made but half as much. The new law relating to the distribution of the public money appears to work badly for some of the smaller districts. I think this offers another argument in favor of the adoption of the town system, as thereby this trouble would be avoided.

HENRY C. BATES, Guildhall.

FRANKLIN COUNTY.

We have not yet adopted the town system, and I think it would at least be strongly resisted, if brought before the people for that purpose. However, we are intending to investigate it more thoroughly and make the trial in due time.

E. W. HATCH, Berkshire.

You will see by my printed report, that I favored the trial of the town system of schools, and the institution of a graded school in this town; but they seem to be dead set against any thing out of the old line. One man in town had an article inserted in the warning asking for the dissolution of his school district, because he owned most of the property in the district and had to pay seventy-five per cent for the support of schools. The town system would have helped him; the town did not.

C. H. LOOMIS, Georgia.

A great expense to the town for the support of schools is occasioned by too many small districts. I would recommend the town system.

C. G. AUSTIN, Highgate.

LAMOILLE COUNTY.

I think the people in this town do not favor the idea of the town's supporting school in any way except by districts.

HENRY H. THOMAS, Belvidere.

The subject of the town system has not been agitated in this town. It would not work well, as the people have too little interest in their schools.

S. E. FARNSWORTH, Montgomery.

Our small districts are a comparative nuisance, for they must have poor teachers or none. If any plan can be devised and carried into

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

effect, by which small districts shall be united and make larger ones, so that there may be longer terms and better teachers, that will bring a school millennium.

HORACE HERRICK, Wolcott.

ORANGE COUNTY.

The town system as provided for by law, does not meet with much favor in our town. There are two points in the law worthy of our consideration at least. One is, we should secure a more competent board for selecting our teachers; another is, uniform taxation. The extremes in our town are seventy per cent in one district, and twenty per cent in another, which is very unequal taxation for school purposes. This for any other purpose than schools, would not be tolerated.

A. S. ALLIS, Brookfield.

I am in favor of the town system for many reasons. 1st. Because we could have suitable school-buildings. 2d. It would force schools into the districts where majorities have thrown them out, and so property now exempt would be taxed.

WELLINGTON STEARNS, Randolph.

I am fully satisfied that the town system would work to the advantage of the several towns. I believe the schools could be sustained at less cost, and the schools would be more beneficial. Finally, I must say, if the parents of the children could be educated to put their hands into their pockets, and disgorge more than they do at present, then we should have better school-houses, better teachers, and a more rapid progress among scholars.

L. H. TABOR, Topsham.

I am entirely satisfied that our schools must be enlarged in some way, to secure any important interest in them. Two districts in our town were abolished at our last March meeting, and there are two more that will, undoubtedly, be added to other districts another year, which, in my opinion, is a step in the right direction. The town system, so-called, is what we need, or something similar; but there seems to be in our town an aversion to it in the minds of many. The town system is, in my opinion, faulty in some of its provisions. It ought not to be optional with the towns whether they will accept the law. If the system is worth anything for one town, it is for all the towns. Make it the duty of each town to throw up the District system, and a great deal of uncalled for dispute and wrangling will

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

be saved, and the law could be thoroughly tested. If it failed to meet the requirements, it would be repealed, and something better take its place. It is a mistaken idea, that educational interests are to be carried forward gratuitously. People must be properly compensated for labor required of them, in order to give character and importance to the enterprise. The mere pittance now paid to town superintendents gives the office no importance; and men who are best fitted to do that work, will not do it. They can not afford to do it. Persons who are best able to manage the schools, under the town system, are invariably fully employed in work of their own, and to be troubled to manage schools for the town and receive nothing for their time, will not do the work long or well.

A. B. DREW, Tunbridge.

The town system, though it meets with very general disapprobation from certain classes, I am thoroughly in favor of; and regret only the piece-meal manner in which it must be inaugurated, under the present act.

GEORGE M. DEARBORN, Vershire.

We are of the opinion that the only right way to maintain our schools is, by every property holder in town being taxed, justly and equally, in proportion to the property that he or she possesses; that this money be placed in the hands of a few candid men who are interested in the town, and by them made to do as much as possible for the advancement of education.

LUCIA A. CALEF, Washington.

The town system, I think, should be introduced wherever practicable.

G. C. STEVENS, Williamstown.

ORLEANS COUNTY.

I am well pleased with the town system, and think it will work admirably; but from some cause, many people seem afraid of it. It is probably because they do not comprehend its practical workings, and choose to endure the evils of the district system, for fear of something worse. Having seen its workings in Massachusetts, I think it far better than our present system, and should be glad to see it in operation throughout the State.

J. A. GIBSON, Brownington.

The town system is needed.

F. W. DICKINSON, Coventry.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

Our town has not adopted the new town system. Many fear it will not work well for those most remote from the central points, where the schools would be located.

H. N. HOVEY, Lowell.

I do not see any better way to help these poor children of the mountains, than to break up and annihilate their district schools, as such, and then give them the town school, whose teachers shall be hired by the authority of the town, and paid out of the town treasury. To raise our schools to a proper standard, there should be something done to get out of the old ruts we have been running in so long. I feel confident that our schools will be much improved by a change to the town system. If the schools can be put into the hands of our best men, there can be no question in regard to the desirableness of the town system.

CHARLIE WILLARD, Salem.

RUTLAND COUNTY.

The town system, or central school measure, is too new and untried to be generally accepted by our citizens. A better acquaintance with the system may give it a greater popularity. The natural tendency of the system would be, to diminish the present number of schools, and to bestow upon those in their stead more ample means of support. The facilities for improvement would be increased in such schools, and a higher grade of instruction provided for them. A union of several districts would concentrate both scholars and capital, and funds thus enlarged would secure better accommodations, and obtain teachers of undoubted merit and ability. Under such a system we shall have fewer schools more largely attended, and fewer teachers better paid, and more thoroughly qualified. While this is true, it is equally true, that the greatest good to the greatest number should be the aim and effect of all measures designed for the education of our children. Will the central school measure accomplish such result? Can all children of a town be as well accommodated in point of distance, by these central schools, as they are by the present district system? These are questions, with many others, which must be weighed and understood by the people, before the town system will or should be adopted. Scholars in the immediate vicinity of such schools will have superior advantages over the present district system. Those living more remote, will, I think, reap less bountifully of their fruits. Time and trial, however, may develop the utility of the system, and overcome all objections to its adoption.

R. M. PHILLIPS, Castleton.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

I am in favor of the town system of schools, and in my report to the town, I recommended its adoption. It is, in my opinion, the only thing that will remedy the evils now existing in relation to the schools, and which must be removed before they can attain the degree of excellence they should.

J. C. WILLIAMS, Danby.

In regard to the town system, I would state that this town is geographically and peculiarly adapted to its benefits, from the fact that most of its school-houses are old and unfit for use until repaired. Our town is small and easy of access to a central point. Our district attendance is very small in most cases, consequently necessitating short terms and inferior instruction. These points and many others, I urged upon the attention of our citizens, at our last town meeting. It created considerable discussion, and the project was well received by our best thinkers and heaviest tax-payers. I shall give the town system my earnest support, believing it will work for the general good, giving better teachers.

CHARLES E. TAYLOR, Middletown.

There is some popular hostility and a vast deal of indifference concerning all changes that are in any sense departures from the good old system, which made each school district independent of outside control, and gave it authority to be as ignorant as it chose. One conclusion I have reached concerning this whole matter, which is, that we must either return to the district system in its integrity, permitting each one of these little republics to manage its affairs precisely as it chooses, or else we must adopt the "town system." The present chaotic condition of things is very unsatisfactory. The superintendents and committees are not clear as to their relative rights and duties, and every thing seems, to the popular mind, thrown into confusion. This uncertainty can not last much longer, I think. We may abolish the town superintendency, the Institutes and Normal Schools, with their examinations, and thus secure, at least, simplicity. If the people are not prepared for such a return toward barbarism as that, the only logical solution of the difficulty will be, the abolition of district control, and the substitution of town management.

This fact is one of the strongest reasons for adopting the town system; but there are many others. The interminable neighborhood quarrels, the multiplication of offices, the unwise management in some cases, the absence of all proper management in others, the difficulty of establishing graded schools or of promoting teachers and

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

scholars, the retention of antiquated school furniture and apparatus, are some of the evils of the present system. The subject has been discussed this year somewhat, and is certain to end in the abolition of the districts; but that result may not be reached for a year or two longer.

RUSSELL T. HALL, Pittsford.

In our town, the town system was unanimously passed over, and I do not think it will ever be adopted, nor do I think it would be for the best that it should be adopted.

NATHAN J. TAYLOR, Sherburne.

The town system meets with no favor here. A trial was made to adopt it, but it proved a failure; not a half dozen were found in its favor.

F. F. CADY, Shrewsbury.

There is but little interest manifested in this town in behalf of the town system. A few agitate the subject somewhat. I think we ought to have the system, as an economical, efficient, unitive, remedial, equalizing, and systematizing measure. I should be pleased if the law could be made positive, instead of permissive, as now.

JOHN P. FARRAR, Wallingford.

Our town has a donation fund for educational purposes, which supports our schools. Our schools are very small, but I think the town system would not work well here.

E. M. BIXBY, Westhaven.

WASHINGTON COUNTY.

Some town system must take the place of the present district system of schools. Many reasons can be given in favor of the change. One is, equal taxation. In some districts the school tax is very high, in others very low, the difference often being as four to one. The town system would equalize taxes. While it would be an advantage to the best schools in a town, it would be a much greater advantage to the poorer schools. It would give an efficient committee a chance to put the right teacher in the right place. Teachers could then be examined, graded, and assigned. Now they are assigned before being examined, and often are not adapted to the school. But it is my determination to labor faithfully with the present condition of things, and for a better condition of things.

J. N. PERRIN, Berlin.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

Four districts in town have been united so as to form two, the present season. Some further consolidation is desirable, but the people are not in favor of the town system.

J. W. BEMIS, Cabot.

I think that many of the people misunderstood the law regarding the town system, a year ago, and when a vote was taken upon it, it received only about one fourth of the votes. No vote was taken last March meeting, but I hear many who opposed it a year ago, speak very favorably of it now. It is my opinion that this town will adopt it soon.

M. S. HATHAWAY, Calais.

The physical position of this town is such, that the town system could not be adopted conveniently; and I think a large majority of the inhabitants would oppose the system. In some towns it may prove beneficial.

V. V. VAUGHN, Middlesex.

There is too much opposition to the present school system, but notwithstanding all this, it can not be dispensed with at present.

D. C. HOLT, Moretown.

I think the town system of schools, when properly understood, will commend itself to the people, as possessing very great advantages over the present system. The supervision of the schools will be in better hands, better teachers will be secured, [there will be a more uniform system of teaching, and a more permanent corps of teachers. The question whether we shall adopt that system needs to be more agitated among us, in order that the people may be led to look more carefully into its merits.

J. COPELAND, Waterbury.

I think the town system practicable and beneficial to all towns and localities where there are small schools which can be brought together with advantage. I am of the opinion that very many small school districts ought to be consolidated, rather than remain as they now are; and I have made that a subject of special remark in my report to the town, long before the act became a law; and since, my opinion has not only been strengthened, but I am more fully persuaded that it would not only be a pecuniary benefit, by lessening the expense, but be the cause of bringing out that degree of interest that small schools never can.

A. P. TOWN, Woodbury.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

WINDHAM COUNTY.

I think it would be a good idea to do away with the district system, and go altogether on the town system.

FRANK E. WARD, Guilford.

The more I see of the working of the old district system, the more I am convinced that no very great improvement will be made in our schools, until it is done away with. But a majority of the people of this town view the town system as "Pandora's box of evil," and their prejudice is so deep rooted, that it requires more time and patience than I have been able to bestow upon the subject, to eradicate it.

W. H. TALLCOTT, Halifax.

This community takes no notice of the town system. We are not sufficiently advanced in educational matters to appreciate the beneficent provisions of the act in question. I hope the act may remain a law, until it is fully tested in the towns that have already adopted it.

C. P. FRENYEAR, Jamaica.

The town system is not looked upon with much favor in this section, inasmuch as adjoining towns in Massachusetts, after trying the town system for several years, have gone back to the district system. For myself I should much prefer the town system, if conducted as it should be.

M. I. REED, Vernon.

We shall have to adopt the town system before we can successfully carry out any plan for securing the uniform qualification of teachers, or secure any condition in our schools that is desirable. We have summer schools composed of only from two to four small children. Such districts are unwilling to pay for a competent teacher.

I am frequently importuned to grant certificates to some girl, or person living in the district, whose time is not worth much, and who can be hired cheap. The town system I believe to be the important remedy for small schools, and incompetent teachers.

A. W. GOODNOW, Wilmington.

WINDSOR COUNTY.

Allow me to suggest that the town system be pressed home to the people of the several towns, as soon as their minds can be brought to it. Perhaps something can be done through legislation to facilitate this result.

C. S. BUSWELL, Cavendish.

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

While the common schools of Vermont are doing much for the education of the young, and the elevation of the people of the State, vastly more would be accomplished, with less expense in the aggregate, by adopting the town system. It is hoped that its many ardent friends will make every laudable effort for its accomplishment. Of the five hundred forty-five school children of this town, more than one third belong to our village, having none of the advantages afforded by a graded school system. It is presumed that many other towns are similarly situated. An adoption of the town system would at once open the way for the grading of these schools, without which, it seems to me, *real* success is impossible. Our district system bears heavily upon the small and sparsely settled districts, some of them having to raise 75 per cent of their grand list to support even a short school, while it becomes unnecessary for our thickly settled and wealthy districts to raise over fifteen per cent, and one of them only ten per cent of their list to maintain schools almost the entire year. Now, with such facts as these constantly appealing to the conscience as well as the judgment of the people, it is hoped and believed that the time is near, when every town of Vermont will *move forward* in the ennobling enterprise of placing the common schools, on which the hopes of our country's future depend, in a position conducive to their greatest prosperity.

WILLIAM PIERCE, Chester.

We ought to have the town system, but it would be impossible to introduce it now. The people have some—not *objections* but *prejudices* on the subject. It would be well, however, to take the first step toward it, by uniting some of the smaller districts, or by joining them to larger ones.

S. A. GRIFFIN, Ludlow.

I think our present school district system is a "nuisance," and should be abolished. We have one school district in this town where there were only three scholars registered, the past summer term, and yet they supported a school twenty weeks. The same district this season has but *one* scholar, and they have voted twelve weeks of school!—making the cost of tuition per scholar, from \$25 to \$50. I think the town system should be adopted by a special act of the Legislature.

W. C. WHIPPLE, Pomfret.

There has been very much discussion of the merits of the town system of managing schools. No action has as yet been, taken, it

TOWN SYSTEM—REMARKS OF SUPERINTENDENTS.

not being deemed advisable to press a vote until the subject is better understood by the people. The district system has served a useful purpose, and under it our citizens have been educated, and they are slow to consent to adopt so radical a change. For one, I am convinced that the town system is the better, and hope to see it adopted in Reading. Taxation here varies from 15 to 35 per cent in the districts. Some schools are very small, not large enough to be profitable for the people or the pupils, while in one district two schools have been supported throughout the year. There is a constant change in teachers and in prudential committees, and in some instances local quarrels have been permitted to interfere with the success of the school. Under the town system there will be permanency of management, thus retaining a good teacher from term to term; a uniform rate of taxation, larger schools, and probably graded schools; the withdrawal of school management from the effect of neighborhood quarrels; and there will be no more schooling for the village pupil than for the farmers' children. These are but few of the more prominent advantages. Yet I find the farmers more generally opposed to the change than the village people, though the rate of taxation would be reduced in the hill districts, and increased in the village districts in this town. There is a fear of losing their local independence, and a fear of departing from the well worn tracks of their ancestors.

GILBERT A. DAVIS, Reading.

Our town has now voted twice on the question of adopting the town system. The first time, the article was dismissed from the docket without discussion. The second time, it was warmly and favorably discussed, and went to vote with only nineteen majority against it. We hope it will never go into effect with a bare majority. Any such measure, to be effectual, must be popular; and we have no doubt this will be, when it is fully understood. Many of our most intelligent citizens are in favor of it.

Having *served* under the town system myself, for several years, and observed its complete working since fully inaugurated in Massachusetts, I have noted the following favorable results:

1. Marked improvement, and uniform excellence in school-buildings throughout the town.
2. Equal school privileges for all the pupils in town.
3. Systematic uniformity in the matter of teaching.
4. A more perfect adaptation of teachers to places.

SCHOOL STATISTICS.

5. A uniformly higher grade of excellence in the qualifications of teachers.

6. The removal or avoidance of neighborhood feuds, and personal jealousies.

7. A more general and intelligent interest in our public schools.

8. An increase in the number of students who take an advanced course of study.

L. H. COBB, Springfield.

Our people do not quite see how the town system will work, but are disposed to *wait*, and see how other towns may like it. This seems to be the sentiment, rather than opposition.

EDWIN S. JACKMAN, Weathersfield.

I hope to see a trial of the town system.

O. W. SHERWIN, Woodstock.

SCHOOL STATISTICS.

The statistical information relating to the common schools throughout the State, embodied in the reports of the Secretary of the Board of Education, is derived from the annual reports of the town superintendents. If these latter reports are full and accurate, the statistics will be reliable and valuable; if they are fragmentary and inaccurate, then the statistics are of little value.

Year by year these reports from town superintendents are becoming more full and more nearly accurate. So also the number of superintendents failing to comply with the law which requires them to make these annual reports, is yearly growing less. This will be seen from an examination of

SCHOOL STATISTICS.

TABLE NO. 9.

*Showing the Number of Towns in each County from which
no Annual Reports have been received each year,
for the last Five Years.*

COUNTIES.	1868	1869	1870	1871	1872
Addison	9	6	3	3	2
Bennington..	2	2	2	3	1
Caledonia.....	....	....	1	....	1
Chittenden.....	4	....	2	2	2
Essex.....	3	4	3	4	....
Franklin.....	6	2	3	....	2
Grand Isle.....	2	1	1	....	1
Lamoille.....	....	....	....	....	....
Orange.....	1	1	....	1	3
Orleans.....	....	1	2	....	1
Rutland.....	4	5	6	2	1
Washington.....	1	2	1	2	1
Windham.....	....	....	2	2	1
Windsor.....	....	1	2	1	....
Totals.....	32	25	28	20	16

From this Table it will be seen that the number of towns failing to report has, each year, been less than the number in the preceding year, the year 1869 only excepted; that the number failing to report the present year is only sixteen, or but one half as many as in 1868; and that in one county only (Orange) is the number of such towns greater this year than in any of the four years preceding. A larger number of towns has reported this year than in any previous year. That it may be seen what towns have failed to report, the last two years, I have prepared Table No. 10, in which the names of such towns in the several counties are given.

SCHOOL STATISTICS.

TABLE NO. 10.

Showing the names of the Towns from which no Annual Reports were received in the years 1871 and 1872.

COUNTIES.	TOWNS.	
	1871.	1872.
ADDISON,.....	Leicester, Panton, Vergennes.	Leicester, Panton.
BENNINGTON.....	Glastenbury, Manchester, Pownal.	Glastenbury.
CALEDONIA.....	None.	Danville.
CHITTENDEN.....	Essex, Richmond.	Richmond, St. George.
ESSEX.....	Brighton, Brunswick, Guildhall, Maidstone.	None.
FRANKLIN.....	None.	Bakersfield, St. Albans.
GRAND ISLE.....	None.	Grand Isle.
ORANGE.....	Bradford.	Bradford, Corinth, Orange.
ORLEANS.....	None.	Westmore.
RUTLAND.....	Rutland, Sherburne.	Pawlet.
WASHINGTON.....	Middlesex, Montpelier.	Montpelier.
WINDHAM.....	Dover, Jamaica.	Townshend.
WINDSOR.....	Baltimore.	None.
Totals.....	20	16

Six of the towns named in the preceding table failed to report both years, viz.:—Leicester and Panton, Addison Co.; Glastenbury, Bennington Co.; Richmond, Chittenden Co.; Bradford, Orange Co.; and Montpelier, Washington Co.

As, in the Tables of Statistics by Towns, in the Appendix to this Report, some statistics are given of Grand Isle
 lier; it seems proper to state that the statistics

SCHOOL STATISTICS.

of the former town are taken from an abstract sent me from the town clerk's office ; and those of the latter town I copied from a printed report of the Prudential Committee of the Montpelier Union School District, which I obtained at the printing office.

For the purpose of making some comparisons, I have prepared a table embracing the names of all the towns in the State which have failed to report any year of the last five years ; and the number of years each of such towns has failed to report. This table I also herewith submit.

TABLE NO. II.

Showing the Names of the Towns from which no Annual Reports were received, in any one or more of the Last Five Years.

COUNTIES AND TOWNS.	FAILURES.	COUNTIES AND TOWNS.	FAILURES.
ADDISON :		ESSEX :	
Bridport.....	3 years.	Brighton	3 years.
Granville.....	2 "	Brunswick.. ...	3 "
Leicester.....	4 "	East Haven.....	2 "
Middlebury.....	3 "	Guildhall.....	2 "
New Haven.....	2 "	Maidstone.....	3 "
Panton.....	3 "	FRANKLIN :	
Salisbury.....	1 "	Bakersfield.....	3 "
Shoreham	1 "	Berkshire.....	1 "
Vergennes.....	4 "	Fairfax.....	1 "
BENNINGTON :		Franklin	1 "
Glastenbury	5 "	Highgate	2 "
Manchester.....	1 "	Montgomery....	1 "
Pownal.....	2 "	St. Albans.....	1 "
Stamford.....	1 "	Sheldon	2 "
Sunderland	2 "	Swanton.... ..	1 "
CALEDONIA :		GRAND ISLE :	
Danville.....	1 "	Grand Isle... ..	2 "
Wheelock	1 "	South Hero.....	3 "
CHITTENDEN :		LAMOILLE :	
Charlotte	1 "	No failures.	
Colchester.....	1 "	ORANGE :	
Essex.....	1 "	Bradford	2 "
Richmond.....	4 "	Corinth	1 "
St. George.....	3 "	Orange.	1 "
		Washington	2 "

SCHOOL STATISTICS.

COUNTIES AND TOWNS.	FAILURES.	COUNTIES AND TOWNS.	FAILURES.
ORLEANS:		WASHINGTON:	
Morgan	1 year	Middlesex.....	1 year.
Westmore.....	3 "	Montpelier	4 "
RUTLAND:		Northfield	1 "
Fairhaven.....	3 "	Roxbury.....	1 "
Hubbardton.....	2 "		
Mendon.....	1 "	WINDHAM:	
Middletown.....	1 "	Dover.....	1 "
Mt. Tabor.	1 "	Jamaica.....	1 "
Pawlet.....	1 "	Rockingham....	1 "
Pittsfield	1 "	Somerset.....	1 "
Poultney	1 "	Townshend.....	1 "
Rutland	1 "		
Sherburne	1 "	WINDSOR:	
Sudbury.....	1 "	Baltimore	3 "
Tinmouth	3 "	Cavendish.....	1 "
Westhaven.....	1 "		

From this table it will be seen that Glastenbury, Bennington County, is the only town from which no report has been received for the last five years: That four towns—Leicester and Vergennes, Addison County; Richmond, Chittenden County: and Montpelier Washington County—have not reported for four of the last five years; that thirteen towns have not reported for three of the last five years; and that the whole number of towns that have failed to report one or more times in the last five years, is sixty-seven, or a little more than one fourth of all the towns in the State.

Believing that these Reports would be of more general interest, if they contained more statistics of a local character, I decided to give the statistics contained in each town superintendent's report of the present year, in full. In order to secure as great a degree of accuracy as possible, each report was carefully examined, item by item, and where discrepancies were found, in any report,

SCHOOL STATISTICS.

that could not be corrected in this office, the report was returned to the town superintendent for correction. As each report called for information upon 109 items, and 227 reports have this year been made, it will be seen that, in the aggregate, 24,743 items have been examined in the original reports, to which must be added at at least 1,500 more for the second examination of those items returned to the superintendents for correction. It is hoped that the tables will receive careful attention, and that some good may result, to compensate for the great amount of labor expended in their preparation.

Of the 227 reports received this year, 124 were returned to the superintendents for correction ; and in 103 of these 124 cases, the superintendents claim that the errors arose either from incomplete or incorrect returns from town and district clerks. This fact alone would seem to warrant such a change in existing laws, as shall make town superintendents the custodians of the school census returns and of the school registers, at least until after the completion of their annual reports.

Previous to 1870 only aggregates of the statistics reported by town superintendents, were given in the annual reports of the Secretary of the Board. In my Report of 1870 I attempted to classify this statistical information, and to present the statistics in detail, by counties. In this Report I have tabulated the statistics, embraced in all the reports made by town superintendents this year, and arranged them into tables by counties ; and I give, for the first time in the State, the school statistics of each town

CONCLUSION.

from which a report was received. I am aware that there are errors in some of the items given; but I regard the statistics of our schools as being more nearly correct as a whole, than any ever before obtained, and, consequently, more reliable, and of greater value. I commend them to the careful examination of every parent, tax-payer, and teacher in the State.

CONCLUSION.

While to a person whose whole time and thought are given to the subject of popular education, many changes are suggested that seem to be for the best good of the cause; and while he is satisfied that, could these changes be adopted at once, the cause would be greatly benefited thereby; yet he is compelled to take into account the fact that, a large number of the people of the State hold the opinion that there is too much legislation on educational matters already; that the innovations made and the changes recommended are more than the public good requires; and that the earnest friends of the common schools are asking too much of the people, in the way of educational improvements.

With these facts in mind, he must be content to recommend but few changes at once, and those only that seem of vital importance to the prosperity of the schools, and hence for the greatest good of the rising generation. He must be content "to labor and to wait," confident in the belief that the spirit of progress, so rife in the land, will

CONCLUSION.

surely invade the precincts of the common schools, and that we are as sure to progress in educational affairs as the sun is to rise.

While we are thoroughly conscious that there is yet much to be done, to elevate our common schools to their highest capabilities, it is gratifying to know that those who have closely observed the development and the working of our school system for the past few years, concede that we are making commendable progress; that our schools are improving; and that we have never had more to encourage us to work, with a will, for the further advancement of our school interests, than we have at the present time. Graded schools are being organized in many of the larger villages, and central and union schools in some of the towns; better qualified teachers are being employed throughout the State, and better schools are the inevitable result; the average length of the school year is gradually increasing; the expenditures for new buildings are liberal; the teachers' wages are increasing; and more attention is given to the subject of common schools, year by year, in nearly all parts of the State.

With a unity of purpose and a unity of action on the part of the people, to advance this great cause, we may reasonably hope that the time is not far distant, when the common schools of Vermont will be justly recognized as among the best in the land.

Respectfully submitted.

JOHN H. FRENCH, *Secretary.*

GENERAL REMARKS
OF
TOWN SUPERINTENDENTS.

REMARKS.

From the Reports of 1871.

ADDISON COUNTY.

One great defect in the common schools is, a lack of thoroughness in the elementary branches; and another is, the utter indifference manifested by parents and guardians in the interest of the schools.

C. N. HAYWARD, Bridport.

The plan of keeping the same teacher term after term, when one is found that is right, is gaining in favor with our people, with very beneficial effect. This I regard as very important. The amount of tardiness in some of our schools is distressing. I shall make special effort this year to correct the evil. We regard ourselves, as a community, as particularly interested in the education of our children; but even here, out of 253 between the ages of 5 and 20, we have but 196 different pupils enrolled in our schools, and an average attendance of only 136,—and not more than 10 per cent of our children have attended school out of town. What can you suggest on this point?

S. W. MAGILL, Cornwall.

Once, ere this, I have spoken of the want of knowledge of orthography, both among the common school teachers and the scholars, and have urged upon the teachers, the necessity of teaching the pupils the sounds of the letters of the alphabet, as we used to call it in our school-days. I know the children of *this town* knew little or nothing about it until I urged it upon the attention of teachers; and still most of our schools are very deficient in orthography.

It seems to me very desirable that the number of classes in our schools should be *diminished*, by classifying and using the same kinds of books. No teacher can do justice to a school and attend to 22 different classes; and yet the *average number* of classes in *this town* is 22, and in some instances there are 30 and 32 classes in a school.

EDWIN H. SPRAGUE, Hancock.

GENERAL REMARKS OF SUPERINTENDENTS,

The teachers' reports have been made out very well. Our schools the past year, with one or two exceptions, have been very successful. I have tried to infuse into the minds of teachers, as far as possible, a desire for improvement.

IRA P. KELLOGG, Monkton.

The law requiring registers to be returned to the town clerk's office, under penalty of forfeiture of public money, on or before March 20th, operates badly where schools do not close until after that date, as is frequently the case. I think it would be well to extend the time to March 31st, the close of the school year. The public money could be distributed April 1st, and the reports of town superintendents be made out May 1st.

ABEL E. LEAVENWORTH, New Haven.

If parents in this town took as much interest in the education of their children as they do in their cheese factories, we should have flourishing schools. If town superintendents should grant certificates to those teachers *only* who are *thoroughly* qualified, he would be obliged to refuse many applicants, and thereby bring down upon himself such a storm of indignation, as few are brave enough to face. Public sentiment would not sustain him, but would regard him as an obstacle to be removed at the first opportunity. Now, things ought not so to be. A change might be made for the better.

G. A. KIMBALL, Orwell.

There have been some very good schools in this town during the past year, but there is something to be done to make them what they should be. The teachers seem to understand the branches usually taught in our common schools, but do not understand the true methods of teaching them.

EDWIN C. GIBBS, Ripton.

As a large portion of our public money is divided upon the proportion of attendance, it should be made impossible for a teacher to receive his pay until the registers are examined by the superintendent, or some other competent person, who will detect errors and compel accuracy in this department.

I have found it necessary to correct the answers of both the teachers and district clerks, in order to make my report harmonize with truth.

L. C. PATRIDGE, Weybridge.

GENERAL REMARKS OF SUPERINTENDENTS.

BENNINGTON COUNTY.

The school registers should be kept correctly. As far as my experience goes, not more than half of them are. Defects are often apparent upon the registers themselves. One teacher in this town reports the number of scholars attending his school during the term, as 29, and the average attendance $44\frac{47}{66}$. Some more stringent law should be made, which will compel teachers to be more careful and correct in keeping their registers. I am afraid that sometimes wrong answers are given by teachers, in order that their schools may appear to have had a better average attendance than the real fact would support.

J. K. BATCHELDER, Arlington.

Since April 1st, 1870, there has been greater advancement in the educational interests of Bennington, than in many previous years; in truth, a complete awakening from the profound apathy that had so long existed. There were many months of conflict, a renewal of the old Bennington battle; but the result, thus far, is a glorious victory of knowledge and right, over ignorance and wrong.

Two graded schools are in successful operation, both without buildings,—but for these the first steps have been taken. Of the schools outside the two villages, I can not speak so encouragingly; they remain very much as they were. A few houses are in comfortable condition, but most are entirely unfit to be occupied, and entirely destitute of apparatus, maps, &c.

Our town association has been sustained regularly since the 1st of November, and has done much for the benefit of our schools.

ELIZA M. CLARK, Bennington.

The present arrangement for elevating the standard of education in the common schools of Vermont, is doing much for the accomplishment of that object. I do not suppose that the system is perfect yet it is accomplishing much for our schools. The registers, for instance, show the teachers that they are *under law*, and have to give, a daily account of their work in the school-room,—not only of what they are doing in a general way, but of what they are doing for *every pupil great and small*. And the registers are doing another important work. They show, when they are kept as they should be, that the pupils are under law also. Their deportment is to be brought under inspection; their idleness, negligence, failures in recitation, as well as degrees of progress. The registers are doing an important work among the par-

GENERAL REMARKS OF SUPERINTENDENTS.

ents and guardians of the pupils, in showing them plainly their responsibility, and their duty in regard to the schools. And the Registers furnish just the basis which the superintendents need, on which to make out their report at the March meeting.

The Annual Reports of the Secretary of the Board of Education are of the highest importance. They contain just the information which needs to be spread out before every community.

ASA F. CLARK, Peru.

In my report to the town, I called the attention of the voters to what seem to me to be three radical faults in our common school system viz: 1st. The inconstant, uneven, and uncertain attendance of scholars upon the schools; 2d. The manner of furnishing school books; and 3d. The good manners and proper government of scholars at school. As matters are now arranged, our scholars attend school, or go fishing, precisely as they and their parents please, and no one can help themselves. The law makes it the duty of no one to procure a proper attendance; and without this it is impossible to make much progress. The law compels us to pay for the instruction of the children; then why not compel a proper attendance upon those instructions? The money is wasted, unless the attendance is given; and some parents will procure the attendance of their scholars, and some will not and those who will not attend, are the very ones who most need to be there.

Our present mode of furnishing school books leaves the matter almost entirely to the fancies of the children, and their fancies are as numerous as the sands of the sea, and as conflicting as the winds that blow; and confusion is the natural result. Why not furnish books at the public expense, as well as houses and teachers? As for good manners and government in schools we have no system whatever. We require our teachers to teach their scholars good manners, and to govern them properly. But what good manners are, or what constitutes good government, no one has ever undertaken to tell us: our teachers are wholly uninstructed upon these important points. There is not, to my knowledge, a text-book in the State upon either of them. A few simple rules, prescribed by competent authority, would let teacher, and scholar, and every one else, know what to expect of each other upon these points. As it now stands, one man's opinion is just as good as another's, and no one knows whose opinion will prevail.

J. W. CARPENTER, Readsboro.

GENERAL REMARKS OF SUPERINTENDENTS.

When the people realize their duty to the schools, provide competent teachers and comfortable school-houses, then we may hope that our schools will be brought up to the desired standard.

W. H. AUSTIN, Rupert.

The recent law, in regard to our schools, will, in my opinion, work more good than any that have been passed since my remembrance. The lack of interest is a great draw-back to our schools. Parents do not, as a general thing, *seem* to care how their schools are carried on; and if the teacher gets the right side of the pupil, he is pretty sure of giving satisfaction.

E. F. HOYT, Sandgate.

Thirty-one terms of school were taught in town last year, averaging about thirteen and a half weeks each, or two thousand two hundred sixty-five days in the aggregate. I have taken some pains to ascertain how many parents having children in the schools, have visited the schools during the year. According to the best of my knowledge and belief, this number is thirty-six, and average of one visit for every sixty-three days of school, supposing each parent made but one visit. This shows that what has often been complained of, is still true. There is a lack of interest in the schools on the part of the parents. What can be done to awaken an interest on their part, is a question I have often asked myself, without as yet obtaining a satisfactory answer. It is my opinion that the manifestation of a proper degree of interest by parents, would tend more to make good teachers, good pupils, and good schools, than any laws which could be passed.

WM. H. RUGG, Shaftsbury.

CALEDONIA COUNTY.

I am of the opinion that a part of the act of the Legislature, at its last session, is just what we need to raise the standard of our teachers,—especially that part which requires written examinations of teachers. This I trust will cause the teachers to qualify themselves in such a manner, that they may depend upon their qualifications more than upon the mercy or easy disposition of superintendents, as has too often been the case in the past, for their certificates.

A. M. HEATH, Groton.

Many of the teachers employed in this town, the past year, were much beyond the average of common school teachers in point of

GENERAL REMARKS OF SUPERINTENDENTS.

scholarship, and manifested an ability, earnestness, and zeal in their vocation, that were truly commendable. And hence in most of the schools, in the attendance, studiousness, and conduct of the scholars, there has been a marked improvement.

When all things are taken into account, such as regularity of attendance, attention paid to elementary principles, real progress made in the different studies pursued, and the *good conduct* of the scholars, I doubt whether the town ever before was blessed with such profitable schools as have been taught in some of the districts during the year.

But still there is room for improvement. There are some evils existing, that ought to be remedied. The teachers are changed too frequently. No one district in the town has had the same teacher through the year. Eight districts have each had two teachers, and the other two have each had three. These changes in some instances might have been prevented, if the prudential committee had done their duty. They delayed speaking to the teachers, until it was too late, they having, in the meantime, engaged to teach elsewhere. When a teacher, whether male or female, has taken a school and is found to be competent, it should be the business of the committee to endeavor to secure his or her services for another term. When a new teacher enters a school, his face being strange and his ways new,—for no two teachers are precisely the same in their method of instruction,—two or three weeks pass away before the school gets into good working order, before the teacher and the scholars become acquainted with each other. Now, all this time is about lost to the scholars.

Many employed as teachers are quite too young—mere girls and boys. They commence to teach when they themselves ought to be at school. Such are ignorant of the human nature of children, and consequently show lack of judgment, both in government and in their method of imparting instruction. Sometimes we find old heads on young shoulders; but that is not generally the case, as many, in districts where such youthful teachers are employed, know well.

Another evil is the desire on the part of many to employ not the *best*, but the *cheapest* teachers. This is a great mistake, and one that has done a vast deal of mischief. Cheap teachers are, for the most part, poor teachers. Better keep your children at home, than put them in charge of an incompetent, inefficient teacher. Better pay fifty dollars per month to a well qualified teacher, than have your children taught for nothing by an *ignoramus*. Money expended on a poor school is worse than throw away. The scholars no

GENERAL REMARKS OF SUPERINTENDENTS.

only do not improve, but they acquire bad habits, which it will be very difficult to correct. As an effort is now being made to raise the standard of teachers' qualifications, we should not think it strange if the wages of teachers should be increased. As we love our children and seek their welfare, we should be willing to do all in our power to give them a good education. This is a duty that we owe to them, to our country, and to our God,

JAMES M. BEATTIE, Ryegate.

By the law passed at the last session of our legislature, no district will hereafter be entitled to any share of the public money, unless it has supported a school for at least twenty weeks during the year. I can but regard this as a wise and just provision, and trust the law will be adhered to, by those who divide the public money, after this present year.

Every scholar in town under fourteen years of age certainly ought to have the opportunity of attending school during the year, at least two terms of ten weeks each. If any district is too poor to provide for its children that amount of schooling, it better, as it seems to me, be given up, and the children put in districts which can afford it, even though they have to go further to reach the school.

Considering the schools of the town as a whole, I think they have been better this year than either of the preceding two years which I have acted at superintendent. With very few exceptions—not more than two or three at the most—the teachers have themselves been deeply interested in their work, and have labored hard for the advancement of their pupils. We have had no failures this year, and the large majority of the thirty-eight terms have been what I call good schools. All of our schools might have been better than they have been, yet we have had fewer poor, and more profitable schools this year than in either of the two previous years. This has been due in part to the greater care exercised in hiring teachers, and then keeping those who succeeded well, through the year. I can but feel that there has also been in some districts,—and these are the districts in which we find our best schools,—an increased interest in schools on the part of parents. Let the parents of any district be thoroughly in earnest in this matter, and they will have a good school. A really inefficient teacher, or one who teaches merely for the money received, could not endure the atmosphere of such a district, if by some mistake such an one should be employed. Yet even this would very rarely occur; for those who feel the importance of having good

GENERAL REMARKS OF SUPERINTENDENTS.

schools, and realize the difference between a good teacher and an inefficient one, will be very careful to engage none but the former. In this respect there is yet room for great improvement in our town. Too many of our prudential committee are still careless about this matter; hiring any one who comes along, instead of spending time to secure the best teacher they possibly can.

A few still look at the price to be paid, more than at what is to be received for the money paid out; forgetting that a poor teacher is dear at any price. To waste the time of a whole school, or put such a teacher in the school-room, that the pupils will not accomplish half what they might under an efficient instructor, in order to save a dollar a week in the teacher's wages, is certainly poor economy. Should any one propose to hire all the scholars in some of our large schools half the time, for one or two dollars a week, every one would at once see the absurdity of such a proposal. Yet, to save that sum in a teacher's wages, there are not a few men who would practically throw away half the time of all the scholars who attend the school. That is, they will hire the poor teacher instead of the good one, if the former can be obtained a dollar or two a week cheaper. As a matter of fact, however, in our town, the poor teachers receive about the same pay as the good ones, and the great difficulty has been, a want of carefulness in selecting. Some seem to take it for granted that any one who can obtain a license to teach, must be a proper person to hire. But the fact is, that two persons may be equally well qualified, so far as education is concerned, and yet one be worth double what the other is in the school-room; or the difference may be so great, that there is no comparing the value of their services. When committees come to realize this, and act upon it, refusing to hire any but the best teachers, our schools will become more nearly what they ought to be. Another difficulty is, that too many of our prudential committee feel no responsibility for the school, after the teacher is hired and put in the school-room. In eight districts in town, the committee have not visited the school at all during the year, and twenty-four of the thirty-eight terms have passed without any visit by the committee.

This, as it seems to me, is an unpardonable neglect on the part of those who are chosen by the district to look after the interests of the school. In fact, no parent ought to be thus indifferent to the prosperity of the school which his or her children attend. Would parents but visit the schools frequently, I am sure our schools, in many respects, would be greatly improved.

GENERAL REMARKS OF SUPERINTENDENTS.

Nearly all the schools in town suffer very much from irregular attendance and tardiness. The average attendance is but little more than three fourths the whole number of scholars in school, while the registers this year report 5,875 tardy marks.

Now, many parents whose children are frequently absent or tardy, do not realize that fact. It seems a little thing to allow a child to be absent or late *once*, and few parents think this occurs often, even when such is the case. In many instances I doubt not the record found in the registers would be surprising to parents. I commend to the careful examination of parents the registers of our schools, confident that such examination, by disclosing the *source*, would do much toward removing this great evil of tardiness and irregular attendance.

L. S. WATTS, Barnet.

An exact record of the condition of our schools can not be arrived at, until all having official connection with them perform their duties faithfully and correctly. Judging the future by the past, I am not very sanguine in the belief that the common schools of the Green Mountain State are soon to occupy an eminence far above, or even on an equality with schools of other States around us. All the combined wisdom of the Board of Education, together with our Legislature, has not as yet placed our schools much if any above mediocracy.

J. W. COLBY, Sutton.

The annual report should be read by every citizen of Vermont.

CHARLES PERKINS, Walden.

Our schools in this town have made some progress the past year, but certainly not as great as I could wish. The reason why they have made no greater progress is, the indifference and shiftlessness of committee-men, and the employment of *too young* boys and girls as teachers.

The last annual report contained a great deal of valuable information. I regard such reports as almost the chief key-stone to our present and future educational prosperity. I regret exceedingly that our school laws are so mixed and perplexing. It will not be over ten years hence, if things go on as they have, before every school officer will need to be a lawyer, in order to understand and keep track of the school laws.

F. V. POWERS, Waterford.

GENERAL REMARKS OF SUPERINTENDENTS.

One great fault with us is, a want of interest in the school, on the part of prudential committees and parents. I recommend that districts choose for their prudential committee, a man that has an interest in education,—one that will procure the best, not the cheapest teacher. Book learning is necessary; so also is a good sound judgment, and an adaptation to the work. Superintendents can rarely tell who will succeed. The committee are responsible. Their duty is, to procure the very best teachers possible, those who are actuated by a higher motive than merely to obtain the wages they are to receive. I recommend the Holy Bible as the only safe guide in the moral training of the young, and that such teachers be obtained as shall read from its sacred pages, and offer prayer at the commencement of each day. The future of our State depends more on the character of its inhabitants than its moneyed corporations. In the course of a few years, the youth now attending our district schools will occupy our places. Education and religion will give them a much more honorable position in life than we have attained. If we would look upon our children with pride, let us attend to their education now; and they will respect, and God will honor us.

B. S. MOODY, Wheelock.

CHITTENDEN COUNTY.

It is impossible for superintendents to answer the statistical interrogatories correctly, until district clerks use more care in filling out the registers. For instance, the question? “What is the amount raised upon the grand list, for all school purposes?” About half the district clerks gave the per cent voted, while the other half gave the amount in dollars and cents, which of course made it impossible to answer the question correctly. Teachers should be more careful also. One teacher gave the average daily attendance as 319, where she did not have more than ten or twelve scholars in all. Some teachers seem to have the idea that it makes but little difference whether they answer the questions correctly or not, which is certainly a very wrong idea at the least.

O. H. ELLIS, Huntington.

We lack school apparatus, change teachers frequently, and have not a prescribed course of study or a uniformity of text-books.

A. D. TAGERT, Shelburne.

If teachers and district clerks would keep the school registers in strict accordance with the law, they would be excellent auxiliaries in

GENERAL REMARKS OF SUPERINTENDENTS.

advancing the cause of education, as they would then place in our hands reliable statistical information relative to the exact condition of the schools.

M. GAFFNEY, Underhill.

If some way could be taken to get many of the facts and reasonings of the annual reports before the people, their usefulness would be increased ten-fold.

J. L. MAYNARD, Williston.

ESSEX COUNTY.

The truth is, not half the inhabitants care anything about school laws, and they don't take half the interest they ought to in schools. All we want now to make our schools a success is, live men who love the law and the schools, and the rising race, to work in sympathy with our leaders in this enterprise.

We need a live clerk, committee, and town superintendent to work with our live Secretary and Board of Education, and then less fault will be found with the school law, and there will be a better appreciation of our Institutes, Normal Schools, and text-books.

J. EVANS, Bloomfield.

The great want of our schools is better instruction. To teach, in the full and proper sense of the term, is a great function, requiring a thorough knowledge of the text-books, a well disciplined mind, aptness to impart instruction, and much energy of character. How shall our teachers be brought up to the standard? Normal Schools and Teachers' Institutes are especially provided for this purpose; and if not entirely adequate, yet they deserve greater patronage than they have hitherto received.

But there is a need back of this, and that is that *the people* should feel a deeper interest in the schools. They provide the schools, and they can have good schools if they only *will* to have such. If young, inexperienced, and inefficient teachers are employed, it is largely their fault. They clamor for *cheap* teachers, and they get what they bargain for,—cheap and poor schools. I know that it may be said that a good teacher will show the people the difference between good and indifferent instruction, and so will awaken them to a proper sense of their duty. I admit that such would very likely be the tendency. Still I insist that they have no adequate excuse to plead, for their present indifference,

GEORGE W. HARTSHORN, Canaan.

GENERAL REMARKS OF SUPERINTENDENTS.

The school registers have wrought a great change in the matter of attendance, better school-houses, and many other not unimportant matters; but the ambition of teachers to have the "best register" has, to some extent, led to the neglect of sound instruction, and good scholarship. To meet this important defect, I would suggest that town superintendents require the teachers to have a public examination of their classes, of at least two days, at the close of the term; and that, at the annual meeting, a committee be appointed to examine the classes, and make a report of the same to the superintendent; or, if thought best, to the annual meeting. If any pupil willfully absents himself from examination, or is allowed to be absent without a good reason, he should be reported as under censure. Or it might be a better plan to let the town at its March meeting appoint the examining committee, who should report on the proficiency of the school. The practical results of such an examination would be, to secure much better instruction, and accomplish what it is the design of the school system to accomplish.

ELMORE CHASE, Concord

FRANKLIN COUNTY.

In a general point of view I can not see that a greater degree of prosperity has attended our schools for 1870-71 than has been common previously. I speak of this, because the fact is contrary to my expectations. And it is contrary, evidently, to the reasonable expectations of others. Other things being equal, we have a right to look for improvement in more respects than one, in all our schools. Except in individual instances, I have watched in vain for this advancement. And I find that where there is one case of improvement, there is an equal or greater number of cases of failures, in whole or in part. It is therefore reasonable—it is imperative, as a duty—that we inquire into the cause of this general deficiency. I may state in a few words what I conceive to be the cause; and offer, at the same time, my apology for not meeting and removing it better, in examining and licensing teachers. The immediate cause is, that of a want of qualification in the teacher. There are two remote causes: The first is, competent teachers are not demanded. Many districts are not in circumstances to demand them. At least it is so claimed. They can not remunerate first-class teachers. Consequently some one illy qualified for the post, is secured. And in this town, where one half the school districts are small, and some among the other half slow to learn that twice two dollars a week paid for a competent

GENERAL REMARKS OF SUPERINTENDENTS.

teacher is better than to throw away the ordinary wages expended for a poor school, it is no mean task to meet this difficulty. One object of the town system, authority to establish which was granted by an act of our last Legislature, is to consolidate districts, and thus by reducing their number, or combining the means of the smaller ones, to enable us to improve the quality of our schools, by securing better teachers.

The other remote cause of inefficiency is that of allowing applicants for license to pass a superficial examination, and obtain qualification without real fitness. And why are they thus allowed? In some instances, it may be for want of real stamina in the superintendent. And if a manly firmness on our part, united with a fixed and reasonable standard of inspection, would not result in throwing out more than one half the number of applications, we should feel ashamed to offer any apology for otherwise determining. As it is, the necessity is one that presses itself upon us,—that of giving you the grade of teacher furnished, and furnished because demanded. Let public sentiment require, and districts in particular insist, that teachers below a certain standard of qualification will not be employed, and then the few exceptions which might present themselves for inspection, could be easily dismissed, leaving a full supply of teachers well approved and well known as competent for their work.

E. W. HATCH, Berkshire.

The great trouble with us here is favoritism. Committees do not look for well qualified, experienced teachers; but the great question is, who shall get the money. Every committee-man has a daughter, or niece, or some one who belongs to his church, who wants the money

E. H. SAYLES, Enosburgh.

There is a material lack of interest manifested in the welfare of common schools in this town, by those who have the management of them. Too little care is taken to procure good and efficient teachers, and too many are hired because they can be procured cheap. I much hope the new system of meetings of superintendents with the Secretary of the Board of Education to agree upon a set of questions and a standard of qualifications, will result in much benefit to our schools.

F. M. McINTYRE, Fairfield.

It is next to impossible for the town superintendent to make out a correct report. About one half of the district clerks fail to answer correctly some of the most important questions, while others are not

GENERAL REMARKS OF SUPERINTENDENTS

answered at all. Teachers also make great blunders in answering the statistical interrogatories, which it takes much time to look up and rectify. Six out of ten district clerks sent in the school census. Until this state of things is changed, our reports must be more or less incorrect.

A. L. GALUSHA, Franklin.

There is a deplorable lack of interest in school matters manifested by parents in some of the districts, in not providing comfortable school-rooms, suitable books, etc., also when these are supplied, in not visiting the schools. Probably I am not making an extravagant statement when I say, that two thirds of the pupils in town never saw their parents inside the school-room.

If the regular attendance of scholars at the public schools could be secured, an act passed at the last session of the Legislature, authorizing superintendents and committees to procure books for indigent pupils, might be of considerable benefit. But I regret to say that the culpable negligence of the parents of many of these children in not requiring them to attend school more regularly, would prevent them from receiving any especial benefit from it.

I. R. ARMSTRONG, Fletcher.

The record of this town for the past year shows but seven visits of prudential committees, among twenty-two different teachers employed. Now, had so many laborers been employed upon the farms and in the shops, would they have suffered so much from neglect? We think no sane man would be so blind to his interests.

CHAS. H. LOOMIS, Georgia

My report has cost me no small amount of labor and anxiety; and yet it is very imperfect, for the reason that two registers have not been returned, and the school census has been given in but nine out of eighteen districts.

I have done what I could, and earned far more than all I have charged. The negligence of district clerks puts me in an unpleasant position in making my report.

E. J. COMINGS, Highgate.

Unless this town is an exception, the answers in the annual reports must be very imperfect. I fear that our districts strain the democracy of our institutions in appointing officers. Evidently the motto "to the most worthy," is rarely followed in school meetings, unless it be understood in a purely moral sense. Some of our Reports are Gordian knots as yet untied.

GENERAL REMARKS OF SUPERINTENDENTS.

On the whole, however, I think that our school work for the past year has been done as well as any other, considering the difficulties encountered, and the wages received.

E. J. RANSLOW, Swanton.

LAMOILLE COUNTY.

The pay of superintendents is very inadequate in this county, nothing being given by the towns, while the expense of a team is often more per day than the amount drawn from the treasury.

The working of our school law is very imperfect. Something is needed to secure prompt reports from our district clerks, and more accurate returns from our teachers. In this town, only about two thirds have made their census returns to the town clerk; therefore this report must be very defective. In some districts there are votes passed every year calculated to destroy the existing school law. Teachers are often compelled to board around, and the committee is instructed not to pay more than two dollars a week for a teacher.

J. G. BAILEY, Hydepark

Stowe has never paid its town superintendents any thing for their services; and the pay from the State is so small, that they do not feel it to be their duty to serve more than one year in that capacity. The consequence is, the superintendents do not learn their duty until their term of office expires.

L. SALLIES, Stowe.

ORANGE COUNTY.

Our people generally have confidence in all the educational measures recently adopted by the State, as well calculated to promote its highest educational interests; and all of the provisions and requirements of our present law are carefully observed and cheerfully complied with.

The annual reports, particularly of the Secretary, embodying statements in abstract from all schools of the State, are doing much to awaken the public mind, not only to the many defects of our school system, but to its great importance in a social and political point of view, which in my opinion is the great need of the hour. When it shall be generally seen and felt that our system of public instruction has an intimate and inseparable connection with the highest social and political interests of the State, present and prospective; that the full and complete developement of its resources, and all its

GENERAL REMARKS OF SUPERINTENDENTS.

material prosperity, are largely dependent upon its proper intellectual culture; then, if not till then, may we look for a cheerful adoption of all measures calculated to promote its efficiency. One great evil in school districts consists in choosing school officers who have little or no interest in school matters, and many of whom are unqualified for the place they occupy.

The compensation of superintendents is not sufficient to enable them to do their duty without being losers in a pecuniary sense. This town has never paid any thing in addition to the State allowance. I hope this matter will be considered by the State.

OSCAR BECKWITH, West Fairlee.

How shall we avoid getting poor teachers? I answer, let every man attend the annual district meeting, and select the man best qualified to discharge the duties of prudential committee. Let him, when elected, *exercise common sense*, as he would in the ordinary affairs of every-day life in his own business; and *pay* him for it, if necessary. Let him study the wants of the school, and procure such teachers as its wants require, if it be but for twelve weeks in the year.

But parental co-operation is a fundamental element in our schools, that is frequently under-estimated. To have a prosperous school, it is not enough that the house be comfortable, convenient, and pleasantly situated; that the committee is vigilant and untiring; that the teacher be competent to govern and instruct; that the pupils are well-disposed and studious. All these may exist, and yet not have a school of the first class. To all of these elements must be super-added the *cheerful and hearty co-operation of the parents*.

They should feel deeply for the educational interests of their children, and they must not only *feel* this, but they must *manifest* it.

H. T. HARDY, Strafford.

ORLEANS COUNTY.

I hope some measure may be adopted, whereby school-houses shall be furnished with globes, maps, clocks, dictionaries, &c. All our school-houses are lacking those necessary articles, and nothing will help our schools more than to supply this want.

E. R. HAMILTON, Albany.

A high standard of qualification of teachers is very important. But there are many obstacles to remove. Teaching is mostly in the hands of the ladies, who do not make it their ultimate object; but

GENERAL REMARKS OF SUPERINTENDENTS.

only use it to fill up the time, until they can secure an advantageous domestic settlement, then, to be laid aside. Such will not take the pains to qualify themselves as they would, if teaching was their ultimate aim. How can it be helped?

G. A. GIBSON, Brownington.

I made a report to this town, mostly referring to loss of funds occasioned by neglect of parents and guardians to see that children attend school. We have lost, the past year, 40 per cent of the money paid for schooling, by non-attendance, one district losing \$114 out of \$211. I think in the main we are progressing, and will, by and by, arrive at better schools. I am directing my efforts to getting parents interested, and to compelling teachers to comply with the requirements of law.

SIMEON R. COREY, Craftsbury.

The majority of our schools in Derby have been quite good; some were satisfactory. There is great need of a higher appreciation of the worth of education, on the part of the people. Much of the good that might be derived from our schools, is lost by irregular attendance and tardiness.

The registers for the present year are in advance of any we have yet had. I am confident the keeping of such registers exerts a disciplinary influence upon teacher and scholars.

A superintendent finds difficulties mingled with encouragements. One difficulty is the *apparent* indifference of parents. I believe parents feel a deep interest in the education of their children, but they should show it; not only by visiting the school, but by inquiring into the child's school work; by furnishing him with questions to carry to his class and teacher, and requiring reports on his return; by giving him to understand that study is his work while attending school, and insisting that he make it his only business. Parents are the divinely appointed trainers and teachers of their children. The hired teacher is but the substitute, helping the parent to do the work. Let parents give more fully their counsel, aid, and sympathy to the teacher, and the value of our schools will be increased.

Another embarrassment arises from the action of the prudential committee, in engaging the services of teachers before they have passed examination. Your superintendent has, in some instances, doubted the propriety of granting a certificate. Yet, after a teacher is hired, boarding place engaged, school small, scholars backward, and the person is found very well qualified in some branches of study

GENERAL REMARKS OF SUPERINTENDENTS.

but deficient in others, it requires strength of purpose to refuse a license to teach. If the prudential committee would engage no teacher until after witnessing the examination, and then would select the best, I think it would be of advantage to our schools.

Another trial arises from the fact that occasionally some of our teachers teach, not because they love to teach, not because it is their highest joy to aid in elevating and purifying human minds, but because they think it is the easiest way they can spend a few weeks and be earning a little something.

But while grappling with such difficulties, there are many encouragements. There are many parents and heavy tax payers, who manifest a deep and abiding interest in the welfare of our common schools. There are not a few committee-men who spend much valuable time in scouring the best teacher that their means will allow, frequently visiting the school, and taking an honest pride in its success. And there are many teachers, who appreciate the noble work they are engaged in, and labor with untiring energy, for the highest good of the pupils.

We are also encouraged from the fact that men of marked ability are laboring in the cause of popular education; and that a paper widely circulated in this town, viz.: the *Newport Express*, has a column each week devoted to the cause of education.

* * * * *

The labors of another school year have closed. It is difficult to weigh, count, or measure, the exact gain in mental culture the children have made during the year; still, we feel assured that many of the districts have had good schools—and that a large number of our youth have advanced in knowledge. Grateful for what good we have received, let us try and improve where we have failed.

JOSEPH G. LORIMER, Derby.

Many of the returns of the district clerk were improperly made, and others failed to answer a question; so that our statistics are far from being accurate. Our district clerks need to be severely censured for their heedlessness in regard to the school registers.

L. S. THOMPSON, Irasburgh.

Enough has been said of school registers, to convince us all of their utility in regulating the business of our common schools; and their practical workings must be satisfactory to school officers, when properly kept. District clerks should take more pains in answering the questions put to them.

H. D. CHAMBERLIN, Jay.

GENERAL REMARKS OF SUPERINTENDENTS.

As to the act relating to truants, I at first thought it the thing needed, and only wished it was "a little more so;" but on waiting to see its workings, I am like the man who in negotiating for a horse, was told by the owner "at the foot of the hill he would *like* to see him draw," and at the first hill the new owner *would* have liked to see him draw. We have the horse,—he looks well, and we would like to see him draw; but we are so tender-hearted, and so much afraid of meddling, fearing there might be some kicking, no one dares apply the spur. We have long been wishing for something to clear truants from the streets, by-ways, and stores, and shops, and drive them to their place in the school-room, from which they might go forth in all after life to bless those who drove them there, as their friends and benefactors.

Tardiness and unnecessary absence from the common schools is, and long has been, a dark blot upon our high claims for intelligence, industry, and morality; and these evils are like long, dark fingers, pointing directly to parents and guardians. When we said we wished the law "a little more so," we only wished for something that would arouse every parent and child to their duty. One reason for tardiness and playing the truant is, children are *governors*; and when they can not govern at school, they go home or into the streets, where they can. I believe in kindness, and the leading-string, in the school-room; but when the teacher must yield to every whim of children, or have the school broken up, then I would not be a teacher; and for these reasons some of our best teachers have left.

While most of our schools for the past year have been doing a good work, with a few of model type, others have been nearly broken up by this home numbness and recklessness.

H. N. HOVEY, Lowell.

The degenerate condition of most of our common schools is owing entirely to gross and notorious incompetency of the teachers, who, as a general thing, are persons who are not disposed to labor in a sphere for which they are qualified, in consequence of indolence; but have the audacity and courage to make application for a school in a back district, and set their figures low enough to satisfy an unworthy official who would prefer "stinting" the intellects of the community, to "stretching" the wallets of his "devoted" constituency.

Many of the schools have in this way trundled along, until our teachers, yes, those who are to educate the preservers of our free institutions, are nothing but beardless boys and more immature girls.

GENERAL REMARKS OF SUPERINTENDENTS.

It requires intelligent and industrious persons as teachers, because "if the blind lead the blind, both will fall into the pit." Too many are satisfied with "cheap" teachers, who, as a natural consequence, keep cheap schools, which in the maximum of cases are but little superior, and in the minimum of cases are many degrees inferior, to no school at all.

JOHN MITCHELL, Salem.

The school registers are of great importance, if correctly filled out. In fact, they are the only reliable source of gaining the statistical information in respect to our schools, which is so desirable.

I wish that the annual reports could be placed in the hands of all the parents in the State. It seems as though it would awaken them to a sense of their duty, and secure better and more punctual attendance.

O. S. MILLER, Westfield.

RUTLAND COUNTY.

The registers are better kept from year to year; and the disciplinary effect of keeping them is invaluable. The appearance of the register is an index of the character of the teacher.

The annual reports enlighten some individuals, but they are not read by the people generally.

WM. T. HERRICK, Clarendon.

I have been appointed superintendent of schools in this town three years in succession. This is my first report to the Secretary of the Board of Education. I was appointed, *not to execute the law, but as a mere form*. The examination of teachers was expected to be only a form, and I was expected to give certificates to any who might apply for them, if they were of decent moral character. At our last town meeting, having been chosen again, I said, "Fellow citizens, if you wish me to act as superintendent *as the law requires*, I will serve; if not, I wish to be excused." I was not excused; and I shall do the best I can.

Some of the teachers who have been employed in this town, can not pronounce accurately the words on a single page of the spelling book; or correctly spell the commonest words; or correctly read a paragraph in any book or paper,—except perhaps what may be appropriately read in a monotone;—or write tolerably. Some who readily answer the questions put to them in arithmetic, know nothing about the spelling book, nothing about the powers of the letters.

GENERAL REMARKS OF SUPERINTENDENTS.

or the marks which indicate the sounds of the letters; nothing about the pronunciation of geographical names, and but very little about geography in any respect. Very few teachers of this county know any thing about grammar. Not one in ten can conjugate the verb *do*, or *go*, or *lie*, or *lay*, or *sit*, or *set*, or *am*, although this last is in all the grammars. Do the Institutes, or the Normal Schools neglect the elements of education?

CALVIN GRANGER, Hubbardton.

It is, of course, desirable that the place where our children are to meet for school purposes, should be made comfortable and pleasant. There is necessarily some confinement in the school-rooms, and to some children the lessons come to be looked upon as a task. If, in addition to this, the school-house is so cold that the bare mention of it makes the poor child shiver,—if the windows rattle with every gust, as if just ready to drop on the heads of the children,—if, to preserve comfort, the scholars are obliged often to go to the stove and warm themselves,—plainly, such a state of things must detract very much from the benefit that ought to be derived from the school, to say nothing of the injury to health which such exposure brings. Some convenient out-buildings are also essential to the comfort of the school-house. If, in addition to the essentials, a little pains were taken to render the school-house pleasant and attractive, it would, no doubt, be a profitable investment. Pleasant grounds, shade-trees—maps, and pictures on the walls, would help to draw the young to the school-house, and help to relieve parents from the task of urging their children to the school.

With our schools as small as they are, and the difficulty of obtaining good teachers, it becomes a question worthy of thought,—whether the schools in some parts of the town could not in some way be united, so as to employ a less number of teachers,—whether a single school in some central location, employing two teachers in winter, (perhaps one would be sufficient for summer,) would not be an improvement on the present system.

Is it not an open question, whether the money saved in the wages and board of teachers, would not balance the expense incurred in bringing the children that would need to be carried from the remoter parts? Even if the expenses were somewhat increased, would not the schools be enough better to pay for the additional expense?

L. KINNEY, Ira.

In passing through some of the different towns of our State, and viewing the district school houses and their surroundings, and in

GENERAL REMARKS OF SUPERINTENDENTS.

visiting the schools in our town, and looking at the condition of the houses, the walls, windows, doors, seats, and desks; and looking over the different registers and noting the many cases of tardiness and dismissals, and the small average daily attendance in comparison with the whole, I arrive at this conclusion: That many of our people are not awake to the great importance of the education of their children, so essential for the childrens' good, the good of the nation, the church of Christ, and the world. If not so, they would not

1st. Keep them out of school, and allow them to be dismissed as much as they do, to work, visit, and play. And,

2d. They would have better school-houses, better seated, better ventilated, and better lighted. And;

3d. They would have better school apparatus, and better text-books. And

4th. And last but not least, they would have better teachers, teachers perfectly competent to teach all that is required to be taught, faithful in the performance of duty, possessing the faculty to communicate what they themselves know, and ability to govern without severity. One such teacher is worth more than a dozen poor ones.

But how shall the people be awakened? By annual Reports of the Board of Education; by Teachers' Institutes, Teachers' Associations; by pamphlets and periodicals, setting forth the importance of education; and by lectures and sermons.

HENRY W. STEWART, Mendon.

Tardiness and irregularity of attendance have interrupted and interfered with the prosperity of our schools very much indeed, and If wish there could be some way of enforcing a more regular attendance. The school register does much, no doubt, to remedy these evils; but there is much more that ought to be done to secure a more regular attendance.

The importance of thorough training in the elementary principles, can not be over estimated; but I fear that too many of our teachers pass over them, as though they were of little consequence. There seems, too, to be a weakness among parents, not by any means uncommon, to want their children to push ahead,—“go through the book,”—not stopping to inquire whether they understand the principles or not; and they will even find fault with teachers who wish to restrain this tendency, and insist on their being more thorough.

D. H. LANE, Mount Tabor.

GENERAL REMARKS OF SUPERINTENDENTS.

It would seem very unwise to have a school sustained with no record, if for no other purpose than the influence it has over the scholars. I know of no better system than the registers now in use.

ROLLIN C. SMITH, Pittsford.

I find great lack on the part of parents in visiting the schools; I think it is entirely wrong, as their presence helps to stimulate the children to learn their lessons more perfectly, and increase their energies. How many men have we amongst us, that would allow themselves to leave their own business in so careless a way? It is self-evident that it very essential that the training of the youth should be looked after in their younger days, in order that their minds may be so trained as to lead them on to the paths of virtue rather than of vice. They do not think of the amount of money which is constantly being used in the cause of education. If they did, they would more carefully watch, and see that it is used to the best advantage.

P. C. PAUL, Tinmouth.

WASHINGTON COUNTY.

I think the law should be so amended, as to compel district clerks to make out full and true returns, at a time fixed by statute, under heavy penalty, rigidly enforced if not complied with. They should make their returns to the town superintendent, or some person who should examine them and pass upon their correctness, before they are lodged in the town clerk's office.

J. P. LAMSON, Cabot.

Our school registers, in most of cases, have been satisfactorily kept, and filled out by the teachers; but some of the district clerks make bad work in filling out their part of them.

R. M. LAWSON, Woodbury.

WINDHAM COUNTY.

One of the greatest causes of the weakness in our common school system, is the lack of permanency in teaching. A large majority of our teachers, as soon as they are fitted by the highest usefulness in the profession, seek, or are sought for, in other employments.

Teachers' Institutes and Normal Schools are doing a good work; but that degree of success so much desired, can not be achieved, until some measures are taken to induce teachers to make teaching a profession or a permanent employment.

J. S. CUTTING, Brattleboro.

GENERAL REMARKS OF SUPERINTENDENTS.

The schools in our town have not risen above an average in their progress during the past year. A few of them were quite good, some made ordinary progress in study, and the remaining ones were below what they should have been. The good schools are due to the efforts made by only a few persons, who were fortunate enough to secure in their respective districts the right men to fill the important office of prudential committee;—men that were willing to employ such teachers as the best interests of the districts required. The partial failure of some, and the total failure of others, to accomplish what was expected of them, has resulted in some degree from the lack of real interest, on the part of parents, for the welfare of the school. Another great cause of partial failure is, that teachers are employed who have but an indifferent preparation for their work. Moderate literary accomplishments will not give success to a teacher. Thorough scholarship is indispensable; and no more fatal error can be committed, than to teach without it; for how can any one expect to succeed in teaching another what he does not well know himself? In some instances where parents desired to have a good school, the prudential committee failed to appreciate properly the importance of his trust, and did not exercise proper care in the selection of teachers.

D. L. MANSFIELD, Dummerston.

By a little kind "talk"—oh how great the influence of talk,—I have reduced the tardy marks nearly one half, and multiplied the visits of prudential committees *five-fold*. In 1869 there were five such visits reported; in 1870, twenty-six.

LEWIS B. HIBBARD, Grafton.

I can not speak very highly of the condition of the schools in this town; but I believe they are improving, though quite too slowly. There are quite too many disposed to listen to the complaints of their children against their teacher, yet never visiting the schools themselves.

W. H. FOLLETT, Halifax.

I think I can say nothing that will be new or beneficial to the cause of education; yet I feel that we ought to spare no pains in procuring good and efficient teachers for our schools. Too many poor teachers have been employed. I am glad the standard is being raised; and I hope the work will go on, until every one will be compelled to qualify himself, thoroughly, before he can obtain a situation as teacher in any of our public schools.

D. C. DEXTER, Wardsboro.

GENERAL REMARKS OF SUPERINTENDENTS.

On the whole, I think the schools, for the year, will compare favorably with those of previous years, to say the least; which, considering the number of young teachers employed, is encouraging to all true friends of education.

I would repeat what has so often been said: that to make our schools attractive and useful, it is necessary that good, comfortable school-houses be provided. When parents who have warm, pleasant, and well-furnished rooms for their children at home, send them to a cold, dilapidated, ill-constructed school-room, some of which would hardly afford a suitable shelter for dumb animals, it is not to be wondered at, if they take but little interest, or make but slow progress while there, let the teacher be ever so competent. From my own experience in teaching in some ten different districts, I have invariably found it a rule, that in good, comfortable, well-furnished school-rooms, the scholars were more advanced, more orderly, and much easier managed, than when the opposite state of things existed.

R. D. BROWN, Whitingham.

WINDSOR COUNTY.

Our schools are generally doing a good work, laying a deep, firm, sure foundation, on which in future a superstructure can be reared, that will ornament the State and honor the Great Architect. I long to see the friends of education awake more fully to the indispensable qualifications of the teacher. The teacher's work is a sacred work. He is laying his hand on the Nation's destiny. He is leading out, shaping, and directing the immortal mind. This work should be committed only to the purest and the best. Others may hammer the iron, guide the plow, or shape the marble; and if they fail, their impress is on that which will perish. But he who makes a wrong impression on the mind of the young, will wring sighs from many hearts, and bring multitudes to ruin.

A. S. BOYDEN, Barnard.

We already see the beneficial results of Institutes, in better qualified teachers, and in the increased interest generally in education. The requirements of the State Board have driven from our schools many incompetent teachers; yet there are very many poor teachers that can not be reached by any Institute or superintendent's examination. The requirements of your Board can only test the knowledge of the teachers, while their capacity to impart knowledge to others, their modes of government, their gentlemanly example, can be known only by observation and actual experience. How many needful vir-

GENERAL REMARKS OF SUPERINTENDENTS.

tues the true teacher ought to possess, we well know. Their influence upon our youth is hardly realized. We are apt to trust too much in the infallibility of our teachers. We take for granted all is well, if they can but solve arithmetical puzzles and keep the roguish boys in their places. Let us support our teachers, yet not trust them too implicitly. We can not be too solicitous for the proper moral and mental developments of our sons and daughters.

JOHN S. SLACK, Plymouth.

We need a better uniformity of text-books, a better class of teachers, and compulsory attendance.

WM. H. HASKELL, Springfield.

We have found some excellent schools in town; but while no teacher has left school because not acceptable, there have been far too many schools of a medium or lower grade. Generally, teachers have earned all they have received; but many of them have been without valuable experience,—what we might call cheap teachers. The fact that some of the poorest schools have been where the teachers were the best known, seems to relieve us of a part of the responsibility in the matter. The responsibility must rest chiefly upon the hiring power; and when a prudential committee has only \$1.50 a week to pay a teacher for services, or much prefers to hire a friend, without any regard to fitness, we must expect a second-class school; and not expect the superintendent, for one dollar a day, and bear his own expenses, to interfere, single-handed, to control the matter, at the expense of the good feeling of a large share of the town.

HORACE T. DENNIS, Woodstock.

From the Reports of 1872.

ADDISON COUNTY.

I find teachers generally more punctual in filling blanks than clerks, some of whom are very negligent, giving either incorrect answers, or none at all. From such material it is almost impossible to make a correct report.

CHARLES H. WILLMARTH, Addison.

I have so often in these reports expressed my opinion of the value of the registers, the annual reports, and the Teachers' Institutes, that I do not think it necessary to repeat the very high value which I place upon them.

T. H. ARCHIBALD, Bristol.

GENERAL REMARKS OF SUPERINTENDENTS.

The great want of our schools is, good teachers well sustained. There are such teachers, and a suitable compensation will bring them out, and set them in their places. The great problem is, how to combine and concentrate our schools, so that we can afford the best teachers for them all, without putting school privileges beyond the reach of any. In my opinion, there should be sustained, at the center of every town of ordinary size, a public high school of such a character as to give a preparation for college, or its equivalent in other studies, to all who desire it. I think this might be done in most of our towns, without higher taxation than can easily be borne, or than the importance of the subject demands. This seems to me a better plan than that which is now provided for by law, in the combination of two or more districts in a graded school, except in villages of some size.

A. B. LYON, Ferrisburgh.

In answering the interrogatories, not a little labor and trouble have been occasioned by the carelessness or ignorance of teachers and district clerks—more especially the latter. Many of them seem to be of the opinion that, as the registers go no farther than the town clerk's office, a few inaccuracies or omissions are of no account, and that some ingenious *guessing* will serve as well as answers obtained by a little labor.

Our schools are all small; the town is divided and subdivided into so many small districts, that neither scholars nor parents feel much interest in the matter. We want something to wake us up. Located as we are, our people or teachers receive little benefit from the Institutes, and partake in a very small degree of the growing interest in educational matters which is felt in more favored parts of the State. It would seem that, if the present laws were modified in such a manner as 'to authorize the publication, for gratuitous distribution, of sound practical lectures or essays on the subject, the result would be beneficial.

R. J. FLINT, Granville.

Our schools are becoming more and more prosperous under the present very effectual method of obtaining good teachers. In our town the parents take an increased interest in the schools, and the scholars are fired with an enthusiasm never before experienced.

JAMES M. SLADE, Jr., Middlebury.

The schools of this town have greatly improved, during the past two years. A more lively interest is manifested in them by the community, and incompetent teachers are at a discount.

GENERAL REMARKS OF SUPERINTENDENTS.

The law permitting the sending of scholars to academies in certain cases, should be amended so as to extend this privilege to all the districts of the town. Now only adjoining districts can share in its provisions.

ABEL E. LEAVENWORTH, New Haven.

I think there ought to be some way to compel district clerks and teachers to be more accurate in filling out the registers. It is very seldom we find a school register correctly filled out, in this town. I would ask our legislature, at its next session, to take this matter into consideration.

The standard of schools is very low in this town, and the benefit derived from them is very small, compared with what it ought to be. What is the reason of this state of things? We think it is, the employment of cheap and inexperienced teachers. We mean teachers who go through with the examination of the branches usually taught in our schools, very well, but still need to be taught how to teach those branches. They know nothing of thoroughness, nothing of accurate definitions, nothing of clear explanations. The great object the most of our prudential committees have in view in the employment of teachers is, who will teach the cheapest; and when a cheap teacher is procured, the school is very cheap.

EDWIN C. GIBBS, Ripton.

Our teachers for the past year have not been in all respects qualified for the business, but they were as good as tax-payers thought they could afford to pay. The school-houses are old, poor, small, and illy-constructed.

G. R. THOMAS, Starksboro.

I have changed my opinion in regard to the school system as at present existing, since I made my report to you last year; and I regret exceedingly the opposition and indifference to school law and its operations. The present system, properly carried out, is nearly as good as can be, and needs only to be understood to be appreciated.

WILLIAM S. WRIGHT, Waltham.

I think some plan should be adopted which will tend to equalize the expenses of education throughout our entire State. Some towns pay much more for the same value than others. And there is the same difference in districts in the same town. Why should not \$1,000 worth of property be subjected to the same tax, in all parts of our commonwealth? We have one district in this town which has had no school for years. The same is true of other towns

GENERAL REMARKS OF SUPERINTENDENTS.

joining this. There are no children, or nearly none, in the district. This property ought to be taxed for schools, somewhere. The towns should be redistricted, so as to include these childless portions in districts where schools will be supported. Or, the "town system" should be adopted. Or, a State tax should pay all the school expenses; or some better plan than either of these should be brought into practical use. Is it not paying a premium for small families, and no families, to exempt such property from taxation?

I think the school registers should be returned to the superintendent, instead of to the town clerk, as the superintendent needs them make out his annual report from. He ought to be the best man to judge whether they have been kept in a proper manner, prior to the settlement with the teacher. If the teachers and district clerks knew that the superintendents must inspect their registers before the district accounts could be settled, I believe the registers would be better kept and sooner returned.

There is too much economy in the expenses of schools,—“Penny wise and pound foolish.” To pay more money for better schools I think would be better, truer economy. A poor district can not afford to hire a cheap teacher. I think we should evince a truer love for our children, by training them more wisely, and providing more freely for their mental wants; and we should reap golden harvests of precious fruit, year by year, to the end of time, and into the richer, ampler fields and harvests of eternity.

L. C. PATRIDGE, Weybridge.

BENNINGTON COUNTY.

Notwithstanding the unfavorable circumstances, the North Bennington graded school has been prosperous. Having constantly before their eyes the new building approaching completion, both teachers and pupils have been thankful and taken courage. The numbers have been good; the rooms all more than full; but of course the grading has been imperfect, and much remains to be done. Without the basement, there are rooms for four departments, planned to accommodate two hundred and sixty pupils.—The estimated cost is not far from \$11,000.00.

Doubtless, all future years will prove this to have been a wise investment of money, returning to the stock-holders more liberal dividends than any other stock company of the day.

GENERAL REMARKS OF SUPERINTENDENTS.

There are now nine schools in the Bennington graded school organization; three more than under the old plan. One room has been fitted up with new furniture; another has been enlarged to accommodate fifty, instead of twenty-five pupils. Maps, charts, and a dictionary have been purchased to the amount of about \$30.00

The schools have been well superintended by Mr. Gould, the principal of the high school, and good progress has been made; also great advancement in systematic, thorough training.

But much still remains to be done; the first necessity is a *new house*, well planned, fully furnished, and large enough to accommodate the high and grammar schools, and perhaps some of the intermediate schools. Then, and not till then, can the school be well graded, and under such supervision as shall accomplish the best results.

Many children are still out of school. The number of children, as reported by the village clerk, is seven hundred and sixteen; there are now in school five hundred and twenty-eight, and all the rooms are filled. The necessity of immediate action is imperative; here are nearly two hundred children unprovided with the means of an education. Is this just to them? Or even as a financial measure, is it wise policy to leave them to loiter around the corners of our streets, with the possibility lying just beyond, of support at State expense, at the Reform School or at State Prison?

One advance during the present year should be particularly noted; viz: the permanence of the teachers; fifteen have retained the same position through the year; the advantages of this, over frequent changes, must be apparent to any one who will give the matter careful attention. While in general our schools have not been retrograding, and as a whole the people are giving more thought to educational matters, it is still my duty to say some plain truths. There are many defects which should not be permitted to continue. Old, dilapidated, and, at the best, illy-constructed buildings are still occupied. Many times the past year parents have said to me, "what was good enough for me, will do for my children." But is this sound reasoning? In the first place, was it good enough for you? Does not consciousness tell of wasted years, it may be of life-long suffering, the result of early neglect? Or if, perchance, all your early needs were supplied, do not the wear and tear of time demand some thought? The world moves, and with constantly accelerated velocity. Shall we stand still and be left behind? A school which even twenty years ago would have been considered good, would be far behind the standard

GENERAL REMARKS OF SUPERINTENDENTS.

to-day. Globes, wall-maps, and charts were almost unknown; few schools could boast of a dictionary, or a black-board; now no excellent teacher willingly works without these helps; they are as essential as improved machinery to the manufacturer, or agricultural implements to the farmer.

ELIZA M. CLARK, Bennington.

The new and more convenient form of the schedule is also a great improvement, while every town superintendent must, I think, feel quite obliged for the marginal sources of reference and directions for preparing the answers to the questions. These save much time in making out the returns, and will, I doubt not, make the statistics elicited more reliable than heretofore.

I notice with pleasure your valuable improvements in the school registers, especially the instructions to teachers. "On this line-write the total for each day." Some of our teachers seem to make out the attendance from memory, after their schools close, and sometimes, I see, credit scholars with more days' attendance than their schools kept. Only two such instances are on record in our town school registers the past year.

E. M. TORREY, Dorset.

I wish something could be done to secure a more perfect keeping of our school registers. It is almost impossible for the superintendent to make a correct report of the state of the schools; and the work of making out the report is greatly increased, when the registers come in imperfectly kept.

The annual reports can not be otherwise than of the greatest importance to all who peruse them. I wish they could be read by every parent and guardian in all our towns. To each superintendent they are indispensable, as they furnish him with just the information he needs.

ASA CLARK, Peru.

The teachers, as a general thing, are quite particular in keeping their school registers neatly and accurately, but our district clerks are sadly remiss in their duty. Did they but know the trouble they cause the superintendent in making out the annual report, besides rendering town and State reports partially imperfect, methinks they would see that every question addressed to them in the school registers was answered correctly. *District Clerks*, please be more particular in future; much depends upon your doing your duty.

The great repertory for assistance in making out the annual report is the district school registers. The general knowledge of the su-

GENERAL REMARKS OF SUPERINTENDENTS.

perintendent of the schools in his town, of course, will be an assistance. It is quite evident to most superintendents that their general knowledge of their schools would be increased considerably, and the schools benefited thereby, were the compensation for *actual service rendered*, made an equivalent for the time spent, even as in other business.

The importance of continuing the same teacher in the same school term after term, (if a good teacher), can not be over-estimated. I must confess myself surprised in making out the annual report, when I find so *few* visits from prudential committees and patrons of schools registered. Were their visits to be taken as a criterion by which to judge their interest in their respective schools, (to say nothing of the general cause of education), one would be naturally led to suppose that either the school was well nigh *perfect*, or of no account whatever. Of course they do not really wish to be considered as occupying this position; but, rather, one in which business cares of every-day life are uppermost, as far as the practical, pecuniary benefit is concerned. Give us normal schools in which to fit our teachers for educators of youth, and graded schools for those thus fitted to put into practical use their stored knowledge, and, our word for it, the interest and action in schools will increase in Vermont as elsewhere, till we have our standard elevated in harmony with Massachusetts and Connecticut.

THOMAS HOXIE HALL, Pownal.

The uneven and uncertain attendance of scholars upon the schools, is the great evil in our school system. A money tax should be imposed for every case of tardiness or absence without good cause, and what is good cause should be particularly specified.

J. W. CARPENTER, Readsboro.

The standing complaint that woman's services as a teacher are not valued as highly as they ought to be, in comparison with the services of the other sex, can not be brought against one district in this town, which paid \$30 for 16 weeks, exclusive of board, to a female teacher in the summer, and the same sum to a male teacher for 20 weeks service in the winter. The winter school was about twice as large as the summer school.

WM. H. RUGG, Shaftsbury.

CALEDONIA COUNTY.

The registers have been well kept generally, and in most cases filled in due form by the teachers; but I am sorry to say there has been a dereliction of duty in this respect, on the part of some of our

GENERAL REMARKS OF SUPERINTENDENTS.

district clerks. I think the superintendent's report, when published, of great use to the town; but if some means could be devised by which a copy of the Secretary's report would find its way to every family in our several districts, the result would be great gain to the interests of education.

J. SERVICE, Barnet.

It is evident that more thoroughness in elementary instruction is needed. I am satisfied that three months in the year, of proper training, under a teacher who arouses all the energies of the pupils, and calls into action all the slumbering faculties of his mind; who sets his reason to work, and makes him travel, for himself, every inch of ground between premises and results; who compels him to think, and act, and reason for himself, instead of carrying him over all the difficulties that come in his way; I say, I am satisfied that a three months' training under such a teacher, is worth more than six of the old way of carrying. The teacher should perform for the pupil nearly the same office that the guide-board does for the traveler,—point out the way, not carry him on the journey: give him the proper direction and make him travel; present to his mind the ends of ideas, and let him draw them out for himself. Parents are as much to blame, perhaps, in this respect, as teachers; for the teacher who refuses to carry a pupil as much as he desires to be carried, is sure to meet with opposition.

E. W. SMITH, Burke.

The winter terms, at Lyndon Corners, were held in the new school-house, which is just completed at an expense of about \$10,000, and is at once an honor and an ornament to the district and village. A village with a grand list of \$1,500, possessed with a will and magnanimity sufficient to erect and furnish such a structure for the convenience and accommodation of its public schools, is deserving of an abundant success and a good name; and with the continuance of a like interest and effort on the part of the people, in behalf of the school enterprises, we may expect to see this district occupy a position quite a step in advance of other equally able but less willing communities in this direction. I find by reference to the school registers that, in several of the districts, very few, and in some, scarcely any, of the parents have visited the schools during the year. And why is there this seeming lack of interest? I think I can safely say that there is not a parent in town—father or mother—who would neglect their pecuniary business affairs, and suffer such interests even for a day to pass without their anxious care and closest observation.

GENERAL REMARKS OF SUPERINTENDENTS.

Still, whole communities will entrust the educational interests of their children,—which are as far above those of stocks and bonds, as mind is above matter—to persons, possibly entire strangers, with apparently very little concern in regard to the grand object in view—the proper education of the mind. What judicious farmer in Lyndon would place a valuable young horse in the hands of a stranger, to be driven and cared for, and not feel and publicly manifest a lively interest for the proper management and best good of that animal? But I forbear making further comparisons. It is hoped, however, that some of our districts will feel to amend in this direction, and manifest an increased interest for the greatest good of their children, and be able to judge by personal observation, so far as they may, whether or not the persons in whose care they have entrusted one of the highest interests of those children, are competent and faithful to their charge. Not only that, but the teacher rightfully asks for, nay, *demand*s our interest and coöperation.

The faithful teacher—and we want no other—is encouraged by the presence of parents, and must, as a natural consequence, feel a greater interest in the general good and progress of a school, when he knows he has the heart and help of those for whom he labors.

Then again, frequently visiting the schools by parents will have a tendency to stimulate the children to increased interest and devotion to study, and, I doubt not, in many cases, improve their manners and behavior in the school-room.

I notice, further, that very few of our schools are provided with globes, maps, or any other apparatus or convenience by which to illustrate any branch of study. I think a few dollars could be profitably expended in this manner by every school district in town, and the scholars in particular would not be long, I am sure, in learning to appreciate it. I fear the school-room is too often looked upon by the young as a place of confinement,—a sort of popular jail in which to keep them from light and mischief from nine A.M. to four P.M., with walls altogether too unattractive, if not repulsive, by their smoky and shattered look, and the entire absence of map, picture, or so much as a bit of evergreen, as a partial relief to the shady-side view.

I was pleased, by the way, to find now and then a teacher who had taken more or less pains to render her school-room attractive, by adorning its walls with pictures and wreaths of evergreen; and I doubt not that their influence has been felt for good on the young and susceptible minds of her school.

GENERAL REMARKS OF SUPERINTENDENTS.

I can not recommend too highly the practice of singing in the school-room. Its natural influence is to elevate, to inspire, to energize the entire being, and thereby the better fit it to labor and achieve. So it is with the scholar. Every child loves music, whether it can sing or not; and so far as my observation as superintendent extends, that teacher who has made music a study and a practice in the school-room, other things being equal, has maintained the best order, made the most progress, and kept the best school.

I would further recommend parents to provide their children with drawing tablets or slates, and ask of the teachers that the little ones, when they become weary of study, be taught to draw. I think the children would be able, not only to while away many a weary hour thus pleasantly, but the exercise would prove a profitable one, and the schools be made the better, by so doing.

Within the last five years the people of Lyndon have expended about \$40,000 for new school buildings, which shows that Lyndon is progressive in her educational interests and enterprises. We shall expect to see her continue in the same well-doing.

I. W. SANBORN, Lyndon.

We certainly ought to be improving from year to year in schools, as well as in other things. Particularly ought there to be advancement, since the State has been quite generous in its appropriation of funds for educational purposes, and persevering in its constant endeavor to get upon the statute-book a school law as nearly perfect as distinguished secretaries could frame, assisted by the ablest teachers of the commonwealth. But I am forced to make the unwilling admission that the schools in Peacham are far from being what they ought to be; far, indeed, from what we have every reason to expect. It seems to me that the present condition of the schools is the saddest commentary upon the thrift, industry and good morals, for which Peacham has been so justly celebrated. I have endeavored to ascertain the true condition of our schools, the advancement made, the hindrances to improvement, and where serious difficulty has occurred, to find out who are responsible for such misfortune. To this end I have visited all the schools once, most of them twice, and some several times more than the law allows. I have also conversed with intelligent, and, as I thought, unbiased men, in the various districts, that I might, as nearly as possible, get at the truth where party spirit has entered as a baneful element. I am now prepared to give you the result of my labors.

GENERAL REMARKS OF SUPERINTENDENTS.

I have at last learned, what I might have known by intuition, that my office is by far the most difficult and unpleasant of any in town. Every teacher hopes his school will be reported as the best, and expects at least that he will get a *good* report. Every parent expects to be complimented for having obedient and amiable children, and his neighbor to be censured for the part he has taken in breaking up the school. * * * *

I admit with pain that the schools this winter have been poorer, on the average, than at any time during the three years that I have had the supervision of them. I frankly confess that this is not remarkably flattering to the efficiency of the superintendent. It is useless to point out faults without suggesting some remedy. * * * *

There is too much apathy on the part of parents. *They do not take interest enough in our schools.* This has been told so often that I dislike to repeat it, but I believe it to be one of the greatest hindrances to efficiency. Few people think of their schools after the winter term is through until they learn who is to be the next teacher; then, if they like the choice, well and good; if not, they claim the privilege of expressing their disapprobation any where and in the presence of the scholars. This is baleful. Go rather to the school-meeting, and, having discussed the varied wants of the district, choose a prudential committee who will carry out the wishes of the parents. As it is now, a person is frequently chosen committee who does not want the office, has no children to send to school, and consequently takes little or no interest in the matter. Such a committee will not be very likely to take great pains in securing a suitable teacher. Now we would not conduct our private business upon such principles. If we were to send out some man to purchase for us a yoke of oxen or a horse, we would not employ *any* one. We would exercise a careful choice in our agent. Of how much greater importance is it that we take every precaution to secure a suitable person to take charge of the moral and intellectual training of our children.

Again: parents neglect too much the duty of visiting their school. The registers show that few parents have visited the schools. They get all their information second-hand, when they might see for themselves. I believe there would be far less carping, and fault-finding, and prejudiced, one-sided criticism, if parents would investigate for themselves the working of the schools. Teachers have innumerable difficulties to meet, that parents, even the most intelligent, are liable to forget. Don't take the word or opinion of your children without question. Allowance must be made for prejudice, want of judgment, or misconception of youth. Neither take the word of the super-

GENERAL REMARKS OF SUPERINTENDENTS.

intendent. Visit the school for yourselves. If the teacher is doing a good work, it will cheer and encourage him. If he is going wrong, it will have a tendency to correct errors.

Another great drawback is, want of regularity in attendance on the part of scholars. If you could look over the registers, as I have an opportunity of doing, you would be astonished to learn how large a number are habitually absent from school. Now, this is a matter that the teacher can not regulate or remedy. Upon the parents devolve the duty and responsibility of seeing that their children are prompt at school every day. Of course, parents are better judges than myself of the necessity of keeping their children at home. But I can not believe that the citizens of Peacham are so generally poor in this world's goods, as to keep this long sad list of absentees at work at their daily avocations, thus depriving them of the advantages of an education. No. These children who absent themselves from school so much, are not all detained by their parents. I know they are not. I have seen them idling about public places, and attending to their own amusements, when the highest interests of society, their own best good, and the honor of their parents, required them to be in school. The fact is, as I believe, Young America has taken this matter into their own hands. They go to school when they feel inclined, and stay at home when such a course seems to them the pleasanter.

Another cause of complaint is, the large number of scholars who do not attend school at all during the summer. It is becoming a rare thing to find a young miss of fourteen summers attending school the first term of the year. What kind of an education will these young ladies probably get, who attend school only during the winter term, especially when we consider the chances of poor roads and a poor teacher, or a poor school for any reason? I think parents are making a great mistake in this matter. Girls of fifteen years are *not* too old to attend our summer schools.

There is another subject to which I wish to invite attention. It is the matter of discipline, or rather lack of discipline in our schools. There is far more danger of a teacher being lax than of his being too severe. From my own observation and experience, I have learned that teachers, as a general thing, dislike to punish. Some seem to take pride in being able to say, they have not corrected a scholar during the term. Quite likely they have not; but it does not follow at all that such have had fine, orderly schools. Teachers have conceived the notion that it is put down to their discredit, if they are obliged to punish. And they may well feel so, according to the pre

GENERAL REMARKS OF SUPERINTENDENTS.

vailing sentiment of the community. Let no one get the idea that I am an advocate of indiscriminate flogging, I am not. I would make corporal punishment a last resort, always; but I don't believe in putting it off until the usefulness of the school is destroyed. All history and experience prove that men will go wrong, and will persist in going wrong, unless they are made to change their course by fear of punishment. How much more ought children to need restraint than their elders? I am opposed to the loose notions of the present day, in matters of school discipline, as well as other things. I am opposed to these new expedients of getting along *easy*—this paying your contributions for charity in prayers instead of coin; this giving tracts to the hungry poor instead of bread; this Woodhull-Clafin-Tilton doctrine of letting every person do just as he chooses, “with none to molest or make him afraid.” I have a profound respect for the Scriptures, and in them I find a different doctrine. The wise man says, “Train up a child in the way he should go, and when he is old he will not depart from it.” But how? “My son, despise not the chastening of the Lord, neither be weary of his correction. For whom the Lord loveth he correcteth; even as the father, the son in whom he delighteth.” Again: “He that spareth the rod hateth his son, but he that loveth him chasteneth him betimes.” Here is, I believe, a solution of many of our difficulties. Let us have good order, discipline, even if it has to be preserved by the rod. Human nature is the same as in the days of Solomon. Then why spoil the boys by trying to find out some better way than inspired men have taught us? Teach your children obedience—your *own* children, not your neighbor's,—and thus assist your teacher in maintaining good government. If your own son happens to get punished at school, better repeat the operation when he gets home, than run all over the district trying to get up sympathy and a miscellaneous fight.

CHARLES A. BUNKER, Peacham.

More than a hundred visits have been made to the schools, and much time valuable to me has been employed in my work.

To say that I have felt, in some degree at least, the responsibility of my position, is no more than you expect of a public officer. I may not have performed all my duties, and met all my obligations in the wisest and best manner possible; yet I have aimed to be true to my trust, and have done the best I could, with the time and means at my disposal.

GENERAL REMARKS OF SUPERINTENDENTS.

By my visits, I believe I have made myself intimately acquainted with the general character and progress of the schools in town throughout the year.

In the Fairbanks village a handsome school building and "beautiful for situation" has taken the place of the old school-house removed. Located in a retired position, but on quite an elevation, it presents a comely and conspicuous appearance to all passers-by. It is a "thing of beauty," which a school building should always be, but often is not. The building has been arranged with a capacity for two schools upon the first floor, and a hall upon the second floor.

J. P. HUMPHREY, St. Johnsbury.

Our common schools in Vermont have made but little improvement (especially those in the rural districts) for the last twenty-five years. While we have been improving our farms, and procuring better breeds of cattle, sheep, and horses, we have neglected some things of greater importance. The educational interest of our State should be our first consideration; and in this respect we are far behind many of our sister States. In many of our back towns and rural districts the same routine of fifty years ago is still pursued. That is, to see how cheap a school can be sustained for a given time. Cheap teachers, without regard to qualifications, are employed; and after school commences, no farther interest is taken in the matter.

There needs to be some kind of a stimulus to wake up our staid Vermont farmers to the importance of taking more interest in educational matters. That the time has come when there needs to be a radical change in our common schools, is apparent to every intelligent observer.

J. W. COLBY, Sutton.

The great want in this town is larger schools, with teachers of more experience and better qualifications.

HENRY ROSS, Waterford.

Some of our schools have been in a degree successful, but none quite so. The lack has not been for want of sufficient learning, but for adaptation to the work. Some of the teachers needed the training they might have got, had they attended our county Institute. We need teachers who will prepare themselves for the work.

Our schools in Wheelock are not attended with success as they would be, were parents and prudential committees awake to their duty. To visit the schools would encourage the children.

GENERAL REMARKS OF SUPERINTENDENTS.

I have encouraged singing, and have found, in every instance, when attended to at the opening and close of each day, the children punctual, and but few dismissals before its close.

I am very favorable to the reading of the Scriptures and prayer; and hope the time is not far distant, when piety shall be a required qualification of teachers.

We want for play grounds, globes, and many requirements for the benefit of scholars.

B. S. MOODY, Wheelock.

CHITTENDEN COUNTY.

Most of our schools have been very good the past year; yet I find that a tendency prevails, in some districts, to procure teachers for the lowest wages, whether they are good or bad. There is somewhat of a lack of interest on the part of parents; and a sad lack, in most of our schools, of suitable apparatus. I think our townsmen are apt to draw the lines of their purse-strings too tight, and thereby warp and curtail their children's intellectual development.

T. R. GORDON, Bolton.

One fault in our management of schools is, that the teachers are paid very low wages, and but little is required of them. There should be more demanded of them, and they made to understand that, unless the work is well done, no pay will be received. The office of teacher should not be regarded as a sinecure.

GEORGE S. CHASE, Colchester.

The district clerks, in many instances, are not careful enough in making their reports in the school registers, which makes it very difficult for the superintendent to make a correct report.

O. H. ELLIS, Huntington.

It is impossible to make a perfect report; so many questions in the registers are answered wrong, or not at all. If some method could be devised to secure greater fidelity and care on the part of teachers and *district clerks*, superintendents would be saved a great amount of labor and vexation, and our statistics would be more reliable.

J. H. WOODWARD, Milton.

During our nineteen terms of school, only four new teachers were employed. The public examinations reveal improvement in our teachers.

A. D. TAGERT, Shelburne.

GENERAL REMARKS OF SUPERINTENDENTS.

The indifference of district clerks to their duties in filling out the statistical blank in the school register, has made it very difficult, and in some cases impossible, to attain strict accuracy in my returns. Teachers, too, have in several cases discovered a total incapacity to keep the record. I am convinced, not alone from my own observation, but from the testimony of other superintendents, that until the records are intrusted to more faithful hands, and common sense is made a requisite qualification in a teacher, the school statistics will be but a careful guess.

GEORGE C. DUNTON, Underhill.

Teachers generally fill out the registers very well. About three fourths of the district clerks do the same. The others leave vacancies which make the superintendent trouble.

It is quite evident that much of the action of the last Legislature in reference to schools is *unpopular*; that people do not seem to regard it as so much *by* them, or *for* them, as *over* them; as something sprung upon them with a view, as far as practicable, to force them contrary to their convictions and wishes. If we would so legislate as to make our teachers and schools better,—as we certainly desire to,—we must be careful to hold our candle as much, at least, on the utilitarian, as on the authoritative side of things.

J. L. MAYNARD, Williston.

ESSEX COUNTY.

The school district in this village, in conjunction with the town, erected a commodious building, last season, for town and school purposes; the upper story to be used for a town hall, and the lower part for school rooms. The result is, the scholars are proud of their new house and its fixings, and manifest an increased desire to attend school; and I may add, a greater interest than formerly in their studies.

The first question in the school register is "What was the length of your school, in weeks of five and one half days each?" Why not say in weeks of *five* days each? Or do some of the districts keep up the old custom of five and one half days each week? In this town, *five* days only are exacted of the teacher for the school week; and if this is the general custom, why not express it in the school register?

Greater thoroughness in elementary instruction is *the great need* of our common schools, in my estimation; and I think superintendents may do much to secure this desideratum, if they will determin-

GENERAL REMARKS OF SUPERINTENDENTS.

edly insist upon it. Teaching merely by the questions and answers in the text-books, is but a shallow process, and should not be accepted as satisfactory.

GEORGE W. HARTSHORN, Canaan.

The schools in this town for the past year have been, on the whole, fairly successful. The school-houses are destitute of all modern improvements, and all helps to the teacher, such as globes, wall maps, &c. We hope this will not long be the case.

O. S. RICE, Granby.

FRANKLIN COUNTY.

Our school registers, though imperfectly kept, I have no doubt in some instances exert a good influence on the schools, and furnish valuable data from which to make our necessary and practical deductions.

E. W. HATCH, Berkshire.

Our schools are improving from year to year; and, compared with those of a very few years ago, exhibit very gratifying indications of progress. In such as have been taught by those who have themselves had instruction in the Normal Schools, the most thorough teaching was shown, and the most satisfactory advancement made. Still, with the best of teachers, and the scarcity of books, maps, globes, and so forth, as is the case in nearly every district in town, and the deplorable lack of interest taken in school matters by parents generally, our schools can not be what they ought. Fewer of them, longer terms, thorough-going teachers, (thanks to our Normal School system, we can have them), more books and apparatus, and a heartier coöperation of parents, are what are so sadly needed.

I. R. ARMSTRONG, Fletcher.

The registers of this town have been very well kept by the teachers, and I should judge, come very near to correctness; but the district clerks, in some instances, through ignorance or carelessness, have failed to comply with the requirements.

With regard to annual reports, both to the town and the Secretary, I think that town superintendents ought to exert themselves to greater thoroughness, and should have the former report printed in some local paper, for the reason that, when called for to be read in town meeting, (which is seldom the case), if carefully prepared and read, they are poorly understood and quickly forgotten.

GENERAL REMARKS OF SUPERINTENDENTS.

The importance of more thoroughness in elementary instruction in our common schools, is strongly evinced by the great deficiency some of our experienced teachers show at the written examinations.

C. H. LOOMIS, Georgia.

There was but one district clerk in this town that made out his report and returns according to law; and it was a very difficult work to make out my report as town superintendent, upon the returns made by district clerks. I am confident that my report is not substantially correct, on account of defective registers.

C. G. AUSTIN, Highgate.

In regard to elementary instruction, it is too lightly treated. I had a person apply to me last year for a certificate, that remarked, when I gave the list of questions in orthography, that she never had studied any of those *big* studies, she didn't know any thing about orthography. Her knowledge of orthography is too characteristic of teachers and others at the present time.

S. E. FARNSWORTH, Montgomery,

GRAND ISLE COUNTY.

I have been superintendent several years in different towns, and have always found the returns of district clerks very imperfect. Almost every annual school meeting elects a new district clerk. He seems to know nothing of his duties in regard to making his returns of births, marriages, and deaths, or the returns called for in the register. They do not care to make any returns; and if compelled to, the returns are so imperfect that they are useless. I think the law should be so amended, as to make it the duty of one person in each town to make all the returns of district clerks, and pay him suitably for it;—then, and not until then, will they be reliable.

J. M. HAWRICON, North Hero.

LAMOILLE COUNTY.

The schools in the town of Stowe were never in better condition for practical work than at the present time. Through the extreme kindness of the Hon. George Wilkins and wife, each school in town is furnished with a copy of Webster's Unabridged Dictionary, an eight-inch, terrestrial globe, brass mounted, a planisphere, and five copies of the "History of Stowe;" all indispensable articles in the school-room. They reflect much credit upon the donors.

GENERAL REMARKS OF SUPERINTENDENTS.

No district clerk should receive a register, until it is properly filled out and returned by the teacher. No justice of the peace should give oath, until the questions to district clerk are answered. Some district clerks answer a few of those questions with which they are familiar, and leave the rest unanswered. It should be well understood that no teacher is entitled to wages, unless the school register is properly kept and filled out; and no district clerk should give orders upon the district treasurer, until such requirements are fulfilled. Again, no district should receive any portion of the public money, until the questions for district clerks are properly answered. Withhold the wages of teachers and the public money, until the registers are properly made out and returned, and we shall soon see a change in our school registers.

When you begin to meddle with the pocket, both teachers and clerks will begin to cast about for correct answers.

LEROY M. BINGHAM, Stowe.

ORANGE COUNTY.

I wish briefly to name three topics for your consideration. 1st. Are our schools what they ought to be? If not, how can they be made better? 2d. Could we reasonably expect them to be better by adopting "the town system?" 3d. In view of the welfare of so many children and youth which attend our schools, and the large expenditure of money, ought we not to pay for a more thorough supervision? Also, to provide a small fund to reward meritorious scholars and teachers?

A. S. ALLIS, Brookfield.

If the time ever comes when the almost lifeless remains of some of our districts shall be galvanized into new life, it will be when the love of education shall take deeper root in the minds of the masses, and they shall prize well-educated teachers sufficiently to pay them as their services demand.

With regard to the law designed "to secure uniform qualifications of teachers," I am confident that it is a *good thing*. It certainly is a great aid to the superintendent who desires to do his duty. Each one of the other measures referred to, I regard as useful. I agree with the views of our Secretary, as he has expressed them in his Report and elsewhere.

Among many improvements needed to make our schools what they should be, I would at this time lay stress upon *two*.

GENERAL REMARKS OF SUPERINTENDENTS.

1. *We need better school-houses.*—The school-house should be not merely convenient, but also attractive. In its situation and surroundings as well as in its construction and furniture, it should be cheerful and pleasant. Let the scenes associated with the child's early school-days be a thing of beauty which "is a joy forever."—Let it not repel, but attract; let it not increase the burdens, but add to the pleasures of learning. This is but the decision of common sense in this matter. But how does our common practice tally with our common sense? Going to exchange with a neighboring minister, not long ago, I met him on the way, and in answer to inquiries as to the most direct road, I told him to turn to the *right at a certain school-house* a mile or two ahead. He drove straight by the school-house, a mile or two out of his way, very much to his inconvenience, especially as night overtook him before he reached our village. He told me afterwards that he saw the school-house, but decided it was a *pig pen* or *sheep barn*, or something of that kind. Now, we don't want school-houses for our children that will be mistaken for pig pens. We are thankful that the school-house mentioned burned down last winter, and we presume the parents of the district are thankful; as for the children, there will be no question but they will be, when the new and pleasant school-house goes up from the ashes of the old one. We want a pleasant yard, set with shade trees, around every school-house. We want all the associations connected with the school as bright and attractive as possible. We do not think we are behind neighboring towns;—but the school-houses of our State are a blot on our fair history and character. We hope the time is not far distant when Vermont will not be outranked in this regard by any State in New England.

2. The other need of our school is, *better teachers.*

Teachers better qualified in all respects—this is the *great need.*

Many think teachers will do for our common schools, especially for the primary departments and the summer terms, even though both their education and experience are limited.

No greater mistake could be made. Give the primary schools the *best* teachers. Start the training right, and the children can better take care of themselves, better resist the influence of wrong teaching. But start them wrong, and how much waste of time and strength there must be in overcoming false notions of study and schools, in correcting errors, and unlearning what has been incorrectly taught. History gives a better illustration of the power of early training in the case of the Roman Jesuits. The tide of the great Protestant

GENERAL REMARKS OF SUPERINTENDENTS.

Reformation was checked and almost rolled back, by the cunning craft of this order of priests. This was their practice:—Every where they founded schools; and to this rule was due their amazing success. According as a teacher showed more and more aptitude for his office, and proved it by the *rapid progress* of his pupils, he was *promoted* in the school, by being placed over *the class junior to his former one* until the ablest teacher was found, and he was set to teach the rudiments only, on the sound principle that after the desired ideas have once been deeply planted in the mind and heart, the pupils may more safely be left to other influences. But we go on the principle that almost any thing will do for our small and our primary schools. Very often this argument has been used by persons when inquiring of me for a teacher—"Our school is small and the scholars young, and we do not care to get an experienced or well-educated teacher." They get the *cheapest* teacher. But the *cheapest* teacher, alas, is the *costliest*. Better teachers will toil hard to root out his errors from the minds of the children, and often toil in vain.

Get the best teachers for the youngest scholars, we say. And if the district is so poor that they can not afford to pay *half* as much to educate the immortal souls of their children as they do for their tobacco, let them have a good teacher *one month* in the year, if the money won't go further, rather than have a poor teacher and a poor school the year round. The primary school in this village has shown the truth of this principle. Every week of this school was worth more than six months of many schools. The children love the school, love study, and what they learn they learn *right*. But if we want good teachers, we must *pay them*.

One of our best educated teachers taught last summer for \$1.62 a week. And then she went to a first-class academy, where she must pay double that amount for her board. Fine encouragement to teachers to fit themselves thoroughly for their work! Let us encourage our teachers to better qualifications before they begin teaching, and then let us encourage them to continue, year after year, in the work, adding to the good qualification of education, the better qualification of experience.

E. E. HERRICK, Chelsea.

There has been marked improvement in keeping the school registers in this town the past year. I have made it a part of my duty to look after the teachers in this matter. District clerks are very careless or indifferent in answering their questions. Several have failed

GENERAL REMARKS OF SUPERINTENDENTS.

to answer some of the most important questions. This makes much trouble for superintendents, in getting correct returns for their report to the Secretary of the Board of Education.

H. H. GILLET, Thetford.

Our school register is a great improvement upon former years. I don't know as I could suggest any improvement upon the present form.

The blank for superintendent's annual report to the Secretary is far superior to those used in years past. Many opinions are held in regard to our common school system.

There is a great fault throughout the State, caused by the indifference that parents manifest in providing suitable school-houses for their children, neglecting to provide books, and allowing their children to stay away from school during school hours. All these things combine to make our schools unprofitable. I am loth to find fault with our law-makers in this matter, for, if the citizens would do the part that common sense should teach, our schools under present laws would be second to none in the country. While there is continued conflict between the people and our school system, so long will there be but little progress made in our district schools. Any amount of money is the same as thrown away under the present procedure of our schools.

L. H. TABOR, Topsham.

If town superintendents were paid a reasonable compensation for visiting schools, a better class of men, that is, men who would be better qualified and more efficient, would be elected to the office,—men who might safely be trusted with the examination of teachers in their own town. In relation to the laws passed at the last session of the Legislature, I think some of them were necessary, and in their practical working can not fail to be favorable to the cause of education in the State; especially the act to compel children to attend school, and the act in relation to school books.

GEORGE M. DEARBORN, Vershire.

Superintendents should be better paid. There is a great deal required of them if they do their duty, and but little given.

I think any one should be entitled to a State certificate, who can pass the required examination satisfactorily and give evidence of good moral character. Too much can not be said to impress upon the people of this country the necessity of greater thoroughness in the elementary branches, and of devoting more time to them. I

GENERAL REMARKS OF SUPERINTENDENTS.

think the majority of our teachers fail therein. I think we have too many laws in regard to our schools. Better have less, and of the stamp of the last one in regard to the examination of teachers. I think it the first right step toward introducing the town system, and paving the way in the shortest manner possible, to a higher standard of examinations, and therefore of qualifications for teachers, which is very much needed.

G. C. STEVENS, Williamstown.

No report of the condition of the schools in the town of Washington has been made public for some years. I found that a large per cent of the legal voters were surprised at the expense incurred by the present method of sustaining schools.

There is a positive evidence given of the practical benefits derived from school registers being kept, in the increase of the general average, and decrease of the number of instances of corporal punishment, dismissals, and tardiness in the schools of the town of Washington.

LUCIE A. CALEF, Washington.

ORLEANS COUNTY.

The three years' service I have been permitted to render have impressed me with the value and importance of the office of superintendent. It is a field of usefulness, and may be eminently so, if the incumbent of the office has skill and time to devote to its duties.

A. C. CHILDS, Charleston.

A new law is needed, requiring better school-houses, as well as better teachers.

F. W. DICKINSON, Coventry.

The lack in the success of the schools of this town is, to the best of my judgment, the fact that parents will not make the success of our schools a *personal* matter. They are willing, nay, anxious, to pay their money; but to get them to give them their personal attention, by visiting the schools, tracing out and clearing up any little troubles and disturbances that come up, can not be done.

S. R. COREY, Craftsbury.

It sometimes is a great incentive to teachers to stand high in their profession, when they know that the superintendent's report is to be published in the county paper. When honorable mention can be made in the reports of the pupils who have done remarkably well, it sometimes has a stimulating effect. I think the report of the State Secre-

GENERAL REMARKS OF SUPERINTENDENTS.

tary should not only be published, but be widely circulated. I am confident it contains much useful information for every person in the State. The operations of the school registers are very favorable upon teachers, district clerks, and superintendents, both as to discipline, and reducing the whole thing to a system. I think the majority, the *large* majority, of our people are quite anxious that the children and youth should be properly educated, to take their part well in the active duties of life.

J. G. LORIMER, Derby.

Having served five years as superintendent of schools in this town, and knowing something of the time and labor demanded, if the work is properly attended to, I suggest the propriety of the Legislature's enacting a law which shall secure a suitable compensation to all who are elected to this office. Justice, as well as the interests of our schools, demands it. There has been considerable progress in this town as regards a general interest in the cause of education. What we need now is, to raise the standard of scholarship in our schools, so that the scholars themselves will not be willing to graduate from them without a better preparation for real life.

We have two districts in which the graded school system might be successfully introduced; and we think, if this could be accomplished, it would have a good effect upon all the schools in town. The tendency now is, to dwell too much upon the rudiments of an education, and not to press on to the more difficult studies, which, if properly conducted, would require a constant calling up of the principles first taught.

SIDNEY K. B. PERKINS, Glover.

I think every law now in force in regard to schools is necessary. No books have been supplied to destitute scholars, but some were needed; no scholar was arrested and sent to school, but in the village were plenty of truants. We will keep an eye to these matters. The value and importance of school registers is more highly appreciated each year, and when any citizen speaks contemptuously of them, it may be safely asserted that he is ignorant of the requirements and information in them. School officers are too ready to settle with the teacher as soon as the school is ended, and do not, in most cases, require the register to be returned to the clerk, and by him certified to be properly made out. It is sometimes weeks after school is out, before the register is returned.

The town system has not been discussed much in this town, and I am doubtful whether it would be to our advantage. Several districts

GENERAL REMARKS OF SUPERINTENDENTS.

have small schools where, a few years ago, there were from twenty to forty scholars. A district where formerly they had a large school, had only five or six scholars, and had no school, although one term was commenced and kept five days. In one district in town the voters mutually agreed to pay their taxes and hire a cheap teacher, without regard to a certificate. They did so, and received their share of public money.

We need a graded school in our village, with a department so high that the largest scholars from all about town would find it for their interest to attend, and a teacher sufficiently well paid to be a permanent citizen, and aid us by counsel and labor in advancing the cause of education. Our village district has 142 children under 20 years of age, and 66 between 10 and 20 years of age. A child suffers no loss to receive all its education from one good teacher, yet this may not be practicable;—and it must be decidedly better for a pupil from 10 to 20 years of age to have one teacher, that there may be no unnecessary going back in studies,—no experimenting, but a steady advance, by a method, toward a desired end. A scholar with a different teacher each term, may be compared to a person going through a wood without a path. He is likely to travel in a circle till his strength and time are exhausted. He has traveled far enough, but he has reached no desired place. With a teacher, good and permanent, every step the scholar takes, brings him nearer the end of his journey.

If the result in our town should be like that in other towns, a school of high order would attract enough scholars from outside the district to pay much of the extra expense, by their tuition.

ZUAR E. JAMESON, Irasburgh.

As in the prosecution of work necessary to the accomplishment of every other laudable and noble enterprise, difficulties are to be encountered and overcome, it should not be deemed strange that it should be so in order to any good degree of success in the school enterprise, or that we have met them in our labors of the past few months. Says a certain quaint writer, "I don't believe there is any problem in all nature so hard to master as a boy—except a girl," yet those very problems which parents can not,—I will rather say do not,—in many cases work out at home, are sent to the school room, where the teacher is required to do them at once to perfection; as the failure becomes a thing of common gossip, and the teacher branded as a notorious imposition in the school, and every child allowed to scandalize his or her reputation. Without saying here

GENERAL REMARKS OF SUPERINTENDENTS.

on whom the defects of our schools rest, for the terms included in this report, I would not wish to conceal the fact that there have been in some of them, sad delinquencies, which, to my mind, have been the result of attempts to master those problems. Believing that order is heaven's first law, and pervades all the works of the Divine hand, and that the fragments of time and opportunity, more valuable than the fragments of gold, can only be saved by a careful regard to order and system, it becomes apparent that confusion in the school-room is an untold evil, and renders that school-room almost, or quite, worthless. Hence, the problems "so hard to master," are questions of vital importance. How shall the thing so essential, be done? Some of our teachers are saying, if school teaching includes bearing the rod, the whipping and breaking of ungoverned boys and girls, then they will turn to some more honorable profession. What shall be done? Look at a case reported from an adjoining town. A teacher in the discharge of his duty, by a boy is struck several times in the face. The boy's father, who saw the brutal and uncalled for attack, calmly remarked on his way home, "he guessed Fred was rather too much for the teacher."

The idea that teachers must be overmatches for all the great boys and girls in a district school, is taking a long stride toward barbarism. If such things must continue, we hope the railroad enterprise will soon bring us in conjunction with Waterbury, so that all overmatches, like the one we have quoted, may have a pleasant ride, and a profitable term where the State, on one side, provides the overmatching. If that boy had been sent to Waterbury a term as a penalty for that gross offense, the lesson would have been worthy an intelligent and virtuous people; and boy, father, and school would afterward have borne in mind that teachers in their appropriate work have rights, not to be trampled upon, and be themselves insulted and abused, by either boy or girl. But look we at home. With scarcely a complaint of scholarship, teachers have mastered the problems given by the proper board, yet from some quarter the cry has been, "no government, no order." How by parents, and guardians, (those most intimately interested) has this matter been treated? Some kept their children at home, and the children met an irreparable loss. Admitting teachers are in the fault, will keeping children at home remedy the evil? That has been tried too long already. If your hired man and team had fallen out, you would not turn the team out and send the help away, but you would pat the team and tell it to be kind, and then advise the teamster, if he could

GENERAL REMARKS OF SUPERINTENDENTS.

not drive it, to lead it for a while, and when man and team were at work again, you would feel happier for your efforts. If your pigs were not doing well, you would inquire into the reason, and tell John, the chore-boy, how to feed and care for them. But how is it with your school? When you have known things were wrong there, have you been there (not passionately, but in good humor) to set things at right? We turn for answer to the school registers, and almost invariably they say, no. Few parents' names are on the visitors' pages.

How parents can take their children from their school without kindly consulting their teacher, to me is a puzzle. Being once aggrieved by a teacher's severity toward my child, I went to see the teacher, and was kindly received, and all was made satisfactory, with the matter scarcely going beyond the family circle. When kindness and effort have been tried faithfully by parents, and no satisfaction given, then call a school meeting and give the teacher a unanimous and honorable invitation to leave, and I doubt not your school superintendent would sign the dismissal.

Believing the responsibility and evils of tardiness, absences and rebellion mainly attach themselves to the home circles, we must look there for their correction. The idea once in the mind of the pupil that he is too wise, too old, or too good, to obey his teacher, parents should see that idea rooted out, before it becomes a problem in the teacher's hands, and other scholars are injured by it. If that idea be fostered, (by the greater folly of the parent), no teacher will be honored by that child's prompt and constant obedience. Being unable to give statistics from registers as to number of scholars, expenditures, etc., as only five out of twelve of the registers were seasonably returned, I shall notice not in detail, but some of the most prominent features of the several schools.

To my mind there is still a great want of thoroughness in our common schools. The unwary youth is ambitious to stand beside his superiors,—ambitious to leave the Primer for the Reader, the Intellectual Arithmetic for the Practical, and so of other branches; while teachers and parents have been quite too indulgent, greatly marring the symmetry and beauty of the child's education. I think that much time is wasted in trying to master our geographies and grammars. That to say the least, if they were put into wise hands, and scored down one half, what would be learned from them would be of far more practical value to the world, than now. After years of study of geography, and the mind burdened with everything, there are not a few

GENERAL REMARKS OF SUPERINTENDENTS.

who have no practical benefit in the way of a knowledge of its outlines, and of the principal towns, rivers, etc. And so of grammar. One thing now I wish to mention, as a great and growing evil in our present course of education. It is not that there is too much stress laid on educating the mental powers; but that there is too little thought and too little care for the physical system, and the culture of the moral affections. One of our school-houses, (painted white), became so notoriously covered with obscene words and figures, drawn with red chalk and black lead, that our best teachers utterly refused to take the school; and the school, for the past winter, has been broken up, and but little better than none. Worse. Being often rebuked for their school-house reproach, and perhaps their own sense and shame, at their last meeting, they voted to paint over their house, and then impose a fine of \$5.00 upon any and every one who might write upon, or mark it. I hope they will persevere. The fine should have been \$10.00 instead of \$5.00.

I am much pleased with the arrangement of the new blank for school reports.

H. N. HOVEY, Lowell.

Though my report reveals some sad deficiencies, it affords me pleasure to say that the cause of education among us is evidently rising in general estimation. A few persons belonging to a past generation, both in age and spirit, we can never expect to change; but the mass of our people are open to conviction, and anything that can be shown to be really an advantage, they are willing ultimately to adopt. Such is the case, especially in regard to school-houses. Three new buildings are already in contemplation, and it is expected they will soon be erected. A greater regard also seems to be manifested to secure good teachers. The people are not satisfied with those of inferior qualifications. Though they sometimes murmur at first, on account of the large outlay of money, when the time comes to pay the taxes, if they believe they have had a good school, they willingly meet the demands. They feel that it pays in the matter of education, as in everything else, to get a good article. I wish I could say there were interest and public spirit enough to procure, for our schools, dictionaries, maps, and globes, and in some cases chairs, and brooms, and water pails, and dippers, and bells. In a few schools, even the latter articles are wanting. In one instance, a bell was purchased at the expense of the teacher, and in another there was no chair for the use of superintendent or visitor.

GENERAL REMARKS OF SUPERINTENDENTS.

One other item must not be overlooked. Some of our teachers have been not a little embarrassed in their work, on account of a neglect to obtain certificates before commencing school. No teacher is permitted, by law, to commence a school, until a certificate has been obtained. Committees, therefore, need to look to this matter before completing engagements with a teacher. The good also of all parties requires careful attention to this. The success of our schools in future depends in part on attention given to the foregoing suggestions, but there are one or two other considerations of still greater importance, which I will simply mention. When teaching shall come to be regarded more as a profession, when much time, means and study are indispensable to a proper preparation for the work, rather than a convenient opening for the making of a little money in what is sometimes considered an easier and more respectable calling, then may we expect to have a better class of teachers, who shall be able to bring out from their own experience, as well as text-books, "things new and old," and thus produce a larger enthusiasm and a broader development of the minds of our children.

Pupils also need to have it impressed on them, by both teacher and parents, that the school-room is the place, not for play or "for a good time," but for diligent study. No where does the old Latin motto need to be inscribed more deeply, than on the minds and hearts of our children. "*Quisque suæ fortunæ faber*,"—Every man the architect of his own fortune. Education, both moral and intellectual, are chiefly one's own work. Good school-houses, maps, globes, dictionaries, and other books, teachers, parents, and superintendents,—all combined,—can not alone make good scholars. All these are desirable and needful accompaniments to the highest success; but without close application to study by the pupils themselves, a good education will not be attained.

A. C. CHILDS, Charleston.

RUTLAND COUNTY.

Statistical information, to be useful, should be correct. Our school registers attempt a full and faithful statement of the condition of our public schools throughout the State. So far as these registers fall into the hands of qualified and experienced teachers, and so far as district clerks are thorough and faithful in discharging their duties in relation to them, the information they contain may be relied upon as truthful. But in the hands of the careless and indifferent,—and many of them fall into such hands,—or in the hands of parties who

GENERAL REMARKS OF SUPERINTENDENTS.

do not appreciate the importance of accuracy in statistical items, the statements in them are less accurate and reliable. Consequently, in proportion as we elevate the standard of qualification in our teachers, and can awaken an interest among all parties responsible in the premises, in that proportion will the returns pertaining to our common schools be found true and unquestionable. The registers have all been kept accurately. I consider them valuable as a method of collecting and securing valuable statistical information in relation to our common schools.

Our annual reports on common schools, to be of any use to the cause of education, should be heard or read by the people. A report made to a March meeting, amid the noise and confusion of an electioneering auditory, is a waste of effort, and never reaches the eye or ear of a large class of our citizens, whose influence we need in promoting the interests of popular education. Every school report should be printed, and circulated among the people, for whose benefit and information it is written. A faithful school report is not only a paper of local interest, but many of its statements and suggestions are of general application, and might be read with profit and advantage by the community at large. When will the cause of common school education receive that full and careful attention from the people, to which it is entitled, and which it so justly deserves?

R. M. PHILLIPS, Castleton.

Our schools are not as good as they should be, nor as good as we might easily make them if we manifested more interest in them ourselves. Parents, you should visit your schools, become acquainted with and encourage your teachers in their labors, and the scholars in their studies.

If you do not seem to care whether they are learning or not, can you expect a teacher will be particularly interested in the matter, if he only gets along quietly and receives his pay? Does your hired man work on your farm three months without your going to see what he is about? Is the raising of corn, and potatoes, and pigs of more importance than the education of your children? A mistake in the cultivation of your farm, another season may repair; but a mistake in the education of your children, a whole lifetime may be unable to remedy. The first terms that a child attends school are of the greatest importance; for he then acquires those habits of *study* or *carelessness*, which will affect not only his *school years*, but will have a decided influence upon his character *through life*. The *poor* man should be especially interested in the common school, for it is there

GENERAL REMARKS OF SUPERINTENDENTS.

that his children are educated to struggle successfully in the battle of life. And the rich man should be equally interested, for it is there that his children learn the common branches,—the most important part of their education,—it is there that the foundation is laid, and though the superstructure is built elsewhere, if the foundation is bad it may ruin the whole building. Every one should be interested in the education of the children of our country. No nation can maintain a republican government unless education is disseminated among the masses of the people by some such instrumentality as our common schools. They are the most important institutions in our country. They constitute the foundations of our civil and religious liberties. Had school-houses been as thickly scattered over the plains of the South as they were upon the hills of the North, the great rebellion would never have been. No ambitious leader could have incited an educated people to raise the parricidal hand against so good a government as ours. He that contributes however little to the education of one of our future citizens, may do more for his country than he that goes as an armed man to the battle field. I ask you then, not as fathers only, but as patriots and good citizens, to be more interested in the education of the generation that is coming after you. I ask this, because the experience of the past year convinces me that more interest on your part might double the value of some of our schools.

H. B. SPAFFORD, Clarendon.

The schools in this town have been in a prosperous condition the past year. Compared with former years, there is decidedly an increase of interest manifested. Competent teachers were secured in nearly every case, and with one or two exceptions, the schools have been conducted in a satisfactory manner.

The annual reports are highly important for the promotion of learning. They exert a good influence, and are eagerly sought after, and I wish they could be more generally distributed. They should be more extensively read, as they enlighten the people in regard to the condition of the public schools, and the practical working of our present system. I think they perform a much-needed work, and can not be too highly estimated.

J. C. WILLIAMS, Danby.

Of the five districts in town, only two clerks have made full reports, or made oath to the correctness of their answers; and those are the two smallest districts in town.

SETH THOMPSON, Fairhaven.

GENERAL REMARKS OF SUPERINTENDENTS.

With no little time and trouble I have succeeded in obtaining answers to the questions in the blank for my annual report, from the fact that our district clerks do not fill out all the questions in the registers.

CHARLES E. TAYLOR, Middletown.

The people of this town seem to be rather shy of the town system. I think favorably of it, and if the people could be made to understand it, I think they would be ready to adopt it.

J. B. CLARK, Pittsfield.

I think there is too much negligence among superintendents. They do not do what they *might*. Visiting schools is too apt to be a farce, resulting in no good, either to teacher or to school. It must be a very disinterested man who will spend his time in work for the schools, when, with the pay he receives, it must be a loss, unless he owns a team of his own; for, to hire a team and visit the schools will cost more than the pay he receives will amount to.

I think there has already been too much legislation on the subject of schools. The right to hire teachers, to turn them away, and to say whether they are competent to teach that *particular school*, belongs to the people of the district, and not to some one else. My experience has been, that no superintendent can tell with any degree of certainty whether a teacher can *teach* or *govern* a school; and more especially is this true of the State examinations, and of the Normal Schools, where *boys* and *girls* are trained and licensed as teachers, and sent out with diplomas, who in the struggle for eminence in life can not compete with the poor boy or girl from the hills, who has educated him or herself in the common schools, or it may be at home, and who goes at the work with an earnestness which is sure to succeed.

The greatest trouble arises from the remissness of the district clerks, and this I can not remedy; but I think if each one of them had this report to make out, they would be more careful in future.

I have endeavored to try and elevate the standard of the schools in this town, the past year. Whether I have succeeded will be for time to determine. The districts generally have been willing to pay a good price for a teacher, provided they could get a good one; and many that were thought to be not good were not employed. When the people become willing to pay a good price, get a good teacher, and let that teacher carry on the school, then and not till then, will the standard of education come up to the point where it should be, and all scholars will advance rapidly.

GENERAL REMARKS OF SUPERINTENDENTS

One district in this town has employed one teacher for seven terms, of thirteen weeks each, in succession, at a salary of from \$5.00 to \$7.00 per week, and that school has advanced faster than others with double the amount of school. In that district the people sent their children to school to learn, and they did learn.

I have tried to have the teachers careful in keeping the registers, and I think they have been very careful in so doing. It is a job they do not like, and therefore do not take so much pride in keeping them correctly as they ought.

F. F. CADY, Shrewsbury.

Mistakes by district clerks, in their returns, make it impossible to make my report perfectly correct.

JOHN P. FARRAR, Wallingford.

WASHINGTON COUNTY.

During my connection with the common schools, I have ever found that the tendency to allow the scholars to pass along over the elementary principles of the branches taught, in a hasty and careless manner, has resulted in much harm. If parents and teachers would more fully realize that the first important step to be taken in preparing the students in our common schools for lives of eminent usefulness, is taken only by laying deep and broad the foundation of an education, by carefully and practically investigating, and thoroughly understanding the *first principles* of each and every study pursued, methinks that the first step toward sure reformation in our schools will have been taken.

W. A. BOYCE, Barre.

There can be no doubt of the benefit to the school of a well-kept school register. It has a tendency to make the scholars more constant and punctual, orderly and studious. They should be carefully and thoughtfully examined by citizens and parents, and certainly by school officers, for they are the source from whence reliable information may be obtained. Much good may be done by reports, suggestions, and recommendations. Would not the mass be reached more readily, by public gatherings and appropriate demonstrations? Ought we not to do more in this way?

J. N. PERRIN, Berlin.

I congratulate the citizens of this town that such earnest and laborious teachers, as a class, have served in the interests of their common schools the present year; that the efforts of these servants of

GENERAL REMARKS OF SUPERINTENDENTS.

the people have been so nobly seconded by the people themselves ; that such success has resulted from this harmony and mutual co-operation. Notwithstanding all this, there is yet need of improvement. Citizens should visit their schools more and oftener. Prudential committees should be familiar with the schools in their respective districts. Teachers should strive to be worthy models. Some of them are quite too careless in the grammatical construction of sentences, in conversation in their schools. They should aim to attain to a high standard of scholarship. Familiarity with *all* the branches taught, is essential to the greatest degree of efficiency in the school-room. The present law will *elevate* the standard of qualification, in my judgment. The school-houses in town are mostly *very* good. Some are badly located,—land is scarce in the vicinity, and so the highway is made a play-ground. Our school-houses should be attractive, beautiful of construction and situation, *should* have a capacious yard, adorned with shade trees; should be furnished with that very companionable article, a *clock*; a thermometer and a globe are *necessary*; good and large black-boards are among the indispensables in the line of furniture; outline wall maps pay a large percent on the investment. Many of the seats or benches on which our children are compelled to sit six hours in a day, are so many instruments of physical torture, entirely unadapted to the purpose for which they are used; and it would be a mercy to the rising generation, if others of a superior type could be substituted for them.

J. W. BEMIS, Cabot.

One great obstacle to success and progress in our common schools, is owing to the negligence of parents. Very few ever visit their schools; while if they would spend two or three days, and the more the better, it would be a great incentive to exertion on the part of the pupils. A great share of the absence and tardiness would be prevented in our schools, if parents were more careful to have their scholars regular in attendance. Most of the teachers complain of the attendance of their schools. They do all in their power, yet are not quite successful. There is an influence that they can not reach, which is at home.

The teachers' examinations in this town never have many spectators. Committees seldom attend them or visit their schools.

M. S. HATHAWAY, Calais.

There is a great lack of apparatus. Seven sets of outline maps are in town, which have tenfold paid their cost. But more are needed;

GENERAL REMARKS OF SUPERINTENDENTS.

and globes, dictionaries, etc., [which all our districts in this town lack, should be in every school-room in the land. I think the parents need a mighty rousing to the interest of their schools.

I think our common schools could be improved, by the committees and parents visiting their teachers and pupils, encouraging and aiding them in their great work, more than almost any one thing that may be done. They expect too much of the teacher alone. The teacher must have help, in order to work successfully. They would not expect a ship-builder to work alone, nor should they their teacher. I can see a plain difference in a school, where the people of the district generally sympathize with, and seem to be trying to help their teacher and pupils. There ought to be more helping, more visiting, more working for the rising generation. I am sorry to say there were but two committees in the town of Fayston who took interest enough in their own district school, to visit it.

The school-houses in this town are generally not quite so good as they should be, but we have two excellent ones, large and convenient.

GUY H. PORTER, Fayston.

Some of our schools have been *very* good, while others have been *nearly* unendurable. The most experienced teachers have generally been the most successful. That we need a higher standard of qualifications of teachers is evident, and I think that the Teachers' Institutes, Normal Schools, and the law for securing more uniform qualifications of teachers, are well calculated to produce that result, if the teachers will generally attend the Institutes, and the law can be judiciously administered. Legislation has been striving for the last twelve years to elevate our common schools; but I have not seen that progression toward perfection in this town, that is so much needed. Our schools are mostly small schools of small scholars, and too many of them are taught by young, inexperienced and incompetent teachers; and here administration has not always done its duty. The laws are best that are best administered.

V. V. VAUGHN, Middlesex.

There is a *general* and lamentable deficiency and loss about our common schools, that yet pertains to them almost every where in Vermont, except, perhaps, in a few localities where special interest has produced special exertion and profit. And the numerous causes that conspire to make our schools as poor as they are, have been so often well stated and laid before the public, by State and town superintendents, and other writers upon schools, and are so familiar, that to recount them here perhaps would add nothing to the "oft' told tale."

GENERAL REMARKS OF SUPERINTENDENTS.

In my judgment there are three grand causes that conspire (though not in equal degree) to make poor schools and, of course, poor scholars; viz: *poor parents, poor teachers, and poor text-books*. By "poor parents" I do not mean those who are *pecuniarily* so, at all: because it often happens that our wealthiest people are the poorest class to *personally* promote or encourage the advancement of common schools. Next to the physician's and shoemaker's account, *the common school tax and the common school* are the last things thought of by many well-to-do parents. It is so *common*, that if they grudgingly pay their tax once a year, they seem to think that, of course, they have no further duty in the matter, and that the school *should* run as *naturally* and as well, as the water at their door, or the river through their town. It is a matter of *custom and habit* that makes parents so generally neglect their schools, and it is a very hard thing to remedy. They neglect no other vital interest in the same degree. The common school is the Archimedean lever that has enabled the United States, and especially New England, to do so much toward moving the world. Yet it is not now a *tenth part* as efficient as it might be, if parents sufficiently *reflected* and *acted* upon its great importance. Schools will never be first-class, until parents pay the *same attention to them, and as much money for them*, as they do to other leading interests. The school left to *run itself* without parents' attention, will be a garden grown up to weeds. When as much *interest, and attention, and life* are manifested by the parents for the school, and for *education in general science*, as there is for the church, and for *particular forms of religion*, or for the *material business interests of society*, then—and not till then—will science become truly the handmaiden of religion, our schools become what they should be, and the youth of our land go out from them into the world, mentally and morally prepared to combat it with real success.

Now for a few of the modes in which parents act *against* their own schools. By furnishing poor-school-houses (a few districts have good ones)—often the poorest house in the district; no apparatus or scarcely any; deficiency and lack of uniformity in books; employing too young and too cheap teachers; allowing their children to stay out of school enough of the time to entirely lose their interest in it; and last, but not least, in scarcely ever, or never, *visiting the school* or giving it the slightest personal attention, except for evil. Have I drawn too dark a picture? I hope I have. It is the *duty and interest* of parents—of *every parent*—to *visit the school*, as much, yes, a great deal more, than it is to visit his garden, his field, or his pasture of young stock. *It is not done. Will it ever be?*

GENERAL REMARKS OF SUPERINTENDENTS.

There are several poor teachers to one good one. We have few good teachers, although quite a number that will become good ones with more experience and culture. The teachers are not to blame for their deficiencies, in one half the cases. Scarcely one has been *trained* for a teacher. Each teaches according to his or her own notion, without much system or uniformity. Their ideas of teaching were obtained in schools just as poor, and hence not much progress is made. Teachers begin *too young*; because a boy of sixteen is bright and smart of his age, and has been to the academy a term or two, it does not follow that he can teach a good school. Teaching is one of the *professions*, as much as theology, law, and medicine; and to be an efficient teacher requires *age* and *experience*. Then, again, we have *too many* schools in town. If the question of *distance* could be surmounted, I would not advise to have so many schools by a third—whether the change was effected under the act providing for school commissioners, or by combining districts. Some of our schools are very small. By combining two, the cost of two *poor* teachers would hire one *good* one. I am satisfied this principle can be acted upon with profit in some parts of this town.

From the school registers I find that nearly two hundred children of our town, between the ages of four and eighteen years, *have not attended school at all*. The *average attendance* is only about fifty per cent of the number of scholars. This fact is a *true index* of the state of our public schools—about half what they should and might be. Still there is no real cause for discouragement. We have all the *elements* and *materials* for first-class schools; let us not waste them.

The graded and high school in district No. 4 has, so far, exceeded general expectation, and is a profitable one, considering the amount expended and the lack of room in the school building. With a devoted and hard-working principal has been joined a corps of female teachers that have done a large amount of work, and brought considerable order out of the chaos that previously existed. A renewed interest in educational matters has arisen in the village and vicinity that is very apparent, and if the parents will only stand by this school as by their other vital interests, and enlarge the building, so that there may be *more* and *better grades*, and also *encourage the teachers by frequently visiting the school*, it will soon become one of the best in the State, and an educational center for this part of the county.

JAMES N. JOHNSON, Northfield.

GENERAL REMARKS OF SUPERINTENDENTS.

The schools of this town for the past year have, with one or two exceptions, been very prosperous.

The school registers have been generally well kept. The efforts made by the teachers to have them correct, have been rewarded; and they appear nice,—with the exception of some of the answers from district clerks; who have not, even at this late day, become sufficiently familiar with them to answer properly the questions found there.—The influence exerted by the school registers can not be overestimated; for there you see every scholar's account, whether it be good or evil, and facts brought to light always tend to good.

A. P. TOWN, Woodbury.

WINDHAM COUNTY.

It may be deemed extra-official to make any suggestions under this head, yet, as the places where our public schools are held, it seems proper to consider school-grounds and school-houses in this report. The Legislature has provided that school districts may purchase lands, and, upon proper proceedings had, even take them against the will of the owners, either for the location of new school-houses or for the enlargement of the grounds around those already built. Yet, while there is no difficulty in districts obtaining ample school-grounds, and while the expense would generally be trifling, in most cases, all the land the district owns is covered by the school-house—which fills a gap in the fence bounding the highway which is the only play-ground.

The school-houses themselves are generally uninviting, if barely comfortable. In every district there are many pleasant homes, the dwellings being built and furnished, not merely for comfort, but with some view to attractiveness; there are few that have not yards with trees for shade, and shrubs, and flowers for ornament; yet parents will send their children from such homes, to school-houses utterly cheerless and possessing not one feature of attraction. I do not advocate extravagance in school expenses, but there is no good reason why every district should not own at least half an acre of land, laid out with some care, and surrounded with a substantial fence, for the location of its school-house. Then a few trees should be planted for shade and ornament, the walls of the house papered, curtains hung at the windows, and such articles added for use and ornament as will make it comfortable, convenient, and attractive. Some will say these are trifling matters; yet they are such things as they attend to in their own homes, to make them pleasant. The

GENERAL REMARKS OF SUPERINTENDENTS.

school-house and grounds are not neglected on account of the expense of keeping them in proper condition, but from indifference, and that, too often, on the part of those who have no children to educate.

Every teacher's desk should be furnished by the district with a good dictionary; globes, wall maps, alphabetical, numerical, and other charts and tables are useful, and some of them almost indispensable; yet in very few schools outside the village are any of these things to be found, and in some of them there are not blackboards that can be used.

The law provides for one meeting annually, in each district, to provide for schools, elect officers, &c. These meetings should be fully attended by the inhabitants of the district; and such measures should be discussed and adopted, as will ensure the advancement of the schools; and in the choice of committees, less attention should be given to "rotation" than to the securing of such persons as are really interested in common schools and will strive to promote their interests.

The schools in this village never were in better condition, and the teachers, committee, and patrons constantly strive for their further improvement. None but competent and skillful teachers are employed, and they are well paid, well sustained, and seldom changed; regular and punctual attendance is required and secured; the work of the schools is laid out and performed with system, and every hindrance to their progress is sought to be removed. In the high school during the entire year there have been only fifteen cases of tardiness, in the intermediate twenty-two, and in Canal Street but twenty-one.

A prominent fault, and quite noticeable in some of the village primary schools, is depending upon the teacher in recitation. Teachers unconsciously fall into the habit of helping scholars in their answers. Scholarship that is not independent is worthless. Lessons must be assigned with judgment, and scholars made to understand that they must be learned, and when called upon, stand up in the class and recite them without the aid of a word or look from the teacher. If the scholar feels that he must stand in recitation upon what he knows, he will try to know his lesson; but if, as is often the case, he knows the teacher will answer half the questions for him, and hint him through the other half, he will learn nothing with certainty.

Another fault is the practice of passing over too much ground in studies, especially in reading. In some schools I found the class in

GENERAL REMARKS OF SUPERINTENDENTS.

the Fifth or Sixth Reader had read it through twice during the term, and generally, that classes were in readers above their comprehension. To learn to read well, which is very desirable, scholars must have lessons assigned them upon subjects they can comprehend; they must look out and understand all the words, and in the class, one after another, must practice and drill on each paragraph until it is properly read. Half a dozen paragraphs are enough for a lesson. Need I add, that teachers, themselves, must be good readers, to make their pupils such ?

J. M. TYLER, Brattleboro.

Most of the schools in this town were well conducted, and made a good record for the year; some made only fair progress, and three were failures. Partial failures have been quite too numerous for several years, and many of the prudential committees, working in consonance with the wishes of citizens who are anxious to raise the standard of our common schools, have secured the services of more competent teachers, better capable of managing their schools for the best interests of the community in which they taught. It was necessary for the committees to pay such teachers higher wages than it has been customary to give, in this town, for teaching; and they did it, in some instances, at the risk of incurring the displeasure of every parsimonious individual, who should object to paying what, in their estimation, might appear extravagant wages. One dollar a day for the services of a good female teacher is not a high price to pay for the labor of teaching, and it has been paid to some of our teachers for their services during the past winter. From \$3.50 to \$4.00 per week have been the usual prices paid for the winter schools, and a dollar or two less than that for the summer. Four male teachers taught in town the past winter, and all did good service. Their wages averaged less than \$4.50 per week. When it becomes necessary to pay female teachers as much for their services as male teachers receive, the schoolmaster will doubtless be in greater demand for our winter schools than he has been for the last fifteen years. I have always held the opinion that a man who knows how to impart instruction to others, can do it just as well as a woman; and that all pupils should have the benefit of instruction from male teachers, during some portion of their educational course.

D. L. MANSFIELD, Dummerston.

Our school system I think is good; and what we most need is a faithful and energetic trial on the part of superintendents, officers, and citizens, to ensure success. Good machinery should be skillfully

GENERAL REMARKS OF SUPERINTENDENTS.

handled; so good laws and good systems intended for the regulation of society, for the promotion of good morals, and intellectual elevation, should be enforced with intelligence and zeal, if good results are anticipated. Town superintendents as school officers, are brought into contact with the people, teachers, and scholars; and they sometimes have arduous and delicate duties to perform. Occupying the position they do, I am almost surprised that it is not deemed necessary for the public good, for some one to incite a "Civil Service Reform."

SAMUEL PHELPS, Grafton.

There is a lack of interest in regard to school matters in this town, especially on the part of parents. They are too little acquainted with the management of their children at school.

During the past year, our schools have been, with one or two exceptions, good. The schools are most of them small, therefore there can not be that interest in the schools which can be manifested in a large school.

FRANK E. WARD, Guilford.

I can not speak very highly of the condition of the schools in this town, but they have made some improvement on the previous year.

It seems that some more efficient law should be passed in relation to the distribution of school money. In this town but very few of the districts so fully comply with the law as to entitle them to any share of the public money; yet the selectmen go on, year after year, distributing it among all the districts, the same as though they had performed their whole duty. If the districts could see and receive of the town what they lose by such unlawful distribution, or if the selectmen were made personally liable for such willful violation of law, I think it would have a tendency to correct the evil.

W. H. TALLCOTT, Halifax.

Public examinations in this town are a mere farce. Few teachers attend them, and the citizens pay little attention to them. Now that the examination is mostly conducted in writing, still less interest will be taken in them, although this is the preferable way of conducting the examination. At the spring examination, four candidates were present, several other ladies, and one other citizen. At the fall examination, I opened and warmed the village school-house, and prepared my materials, but was left *alone in my glory*.

The law requiring a convention of superintendents to determine a uniform standard of qualifications among the teachers, meets my

GENERAL REMARKS OF SUPERINTENDENTS.

earnest approval. The standard agreed upon last April in this county, just met the wants of this town. Had it been either lower or much higher it would have been detrimental to the interests of the schools; but it should be quite so low no longer; it should be raised a little this spring. I had a case like this: At the examination in the spring, a certain candidate decidedly failed of answering the required number of questions. A certificate was denied her. After studying upon the questions she retained in her mind, she was examined the next week, by a superintendent in a neighboring town, and answered the required per cent of questions to receive a certificate; but he knowing of her failure before me the week before, refused it. Whereupon, nothing daunted, she applied the following week to a third superintendent, and received a certificate. With *perseverance* on the one hand, and indiscretion on the other, she attained her end, and taught a summer school.

C. P. FRENYEAR, Jamaica.

On the whole, I think this town has had as good schools as in former years. Some of the schools, I am glad to say, have very materially improved. I think there is a growing determination on the part of committee-men to secure teachers of good ability and qualifications, and that they are ready to pay their teachers well. Still, many of the teachers fail, from a want of ability in government and general management, having limited conceptions of the practical work of the school-room, and inadequate appreciation of children and childhood, although qualified according to the terms prescribed by law. The teachers in the schools in this town have many things to contend with, which ought to be corrected by the parents and inhabitants of the districts. Among these are the poor school-houses, the poor adaptation of the grounds and apparatus to the wants of the scholars, so that the best and most healthful development of the scholars is lost. The parents and district officers neglect to visit the schools. In many districts there is a constant change of teachers, which tends to paralyze the instruction, and to create a state of indifference, a moral equilibrium, which nothing can disturb. Then, too, the schools of this town suffer to an alarming extent, by absentees and truants. More than one third of the school time is lost by absentees. These points I presented to the town, in my report last March as clearly as I could.

E. H. PETTENGILL, Rockingham.

It would amplify the finances of the schools very much, if all the expense was defrayed by a State tax. The State will soon have, in

GENERAL REMARKS OF SUPERINTENDENTS.

the small districts, a multitude of ignorant citizens, unless it takes the work of education more into its own hands. Press the question before the Legislature. The great want is good teachers. The want will continue, until there is some way to give more permanency to the business of teaching. Employment six months in the year does not pay for the expense of qualification. Our best minds find employment in other business. They will, as long as they can see only six months of employment a year in teaching. Have a town committee, and let him engage the teachers by the year, and arrange the terms in the districts, so as to give work through the year. You would then have teachers enough, and *good ones*. The State might then dispense with the Normal Schools and Institutes. Where there is pay for work, there will be no lack of qualification to do it. Normal Schools and Institutes can not raise up teachers faster or higher than they can see work that pays. Teaching is like any other business. As soon as it pays, there is no need of State bounties, to get more to enter it. You may make your mark of qualification as high as you please. It will be met, as long as we have Yankee boys and girls, if it pays. Until it does, all talk about raising the standard of qualification is only talk; none but the imbecile, and boys and girls, will strive to reach it, and the districts must take them as teachers, or none.

ALFRED STEVENS, Westminster.

Taken as a whole, I think the schools in our town for the past year have been a *success*. Most of the teachers employed have been competent to do the work in which they were engaged, and have performed their duties with fidelity.

I notice a great improvement in district clerks, in giving more correct and uniform answers to the questions addressed to them.

It is not every one that is qualified by nature, or ever can be by education, to make a good school teacher. To be successful in the art, a person should not only possess a thorough understanding of the various branches in which he is required to instruct, but he should be endowed with judgment, tact, and skill. He should be a clear reasoner, with human nature well developed, that he may understand the nature and mental capacities of his pupils. And above all, a teacher should have some *life, energy, and perseverance*, and possess the faculty of instilling these traits into the minds of his pupils.

Prudential committees should be careful that they employ teachers who possess at least some of these qualifications. They are the persons who employ the teachers and act for the district, and upon them

GENERAL REMARKS OF SUPERINTENDENTS.

chiefly depends the responsibility of having a good school. I think our committees do not always use as much care and judgment as they ought, in the selection of teachers. It is quite often the case that they engage with the first applicant, or the one that will work for the least dollars and cents, without taking into consideration their abilities, thinking perhaps it is the superintendent's business to qualify them by a two hours' examination. I would here remark that superintendents are liable to be deceived, and may sometimes make mistakes in granting licenses to unworthy applicants. To illustrate: Suppose a teacher presents herself for examination, and, by dint of much effort, gives passable answers to enough of a certain number of set questions to entitle her to a license. The superintendent may have some misgivings in regard to the prosperity of the school placed under her charge; but if she is accompanied by the committee, as is often the case, who pleads her cause by saying "The district are *all willing*, and I can hire her *cheaper* than any one else," what can he do but grant her the much coveted document?

Perhaps those who go on the plan of hiring cheap teachers, may save a few cents in the pockets of the tax-payers; but in my opinion, a cheap school usually costs all it is worth, and frequently a great deal more.

Let our committee-men look to it that they employ teachers who they *think* are competent for the task, and after a few days' trial, if they are satisfied that they fully *understand their business*, and are willing to devote their whole time and interest to the work before them, let them be sustained and encouraged in so noble a calling. But, on the other hand, if they are not performing their duty faithfully, or are not what the best interest of the school demands, let them be dismissed at once, and in their place a competent person substituted.

The practice of requiring teachers to board around is becoming very unpopular, and most of our districts now provide a steady boarding place for their teachers. A few districts, however, still cling with the tenacity of a death-like grip, to the old-fashioned custom of compelling their teachers to get their living from house to house; and thus, with a district of perhaps twenty families, if he is impartial and boards with them all, he must necessarily change his quarters on an average at least twice a week. To say nothing of the inconvenience of this shifting about, I think it has frequently been a source of much injury to the health of teachers, especially in the winter season.

GENERAL REMARKS OF SUPERINTENDENTS.

In many instances teachers might be employed enough cheaper, by furnishing them a steady boarding place, to pay one half of the expense of board.

R. D. BROWN, Whitingham.

WINDSOR COUNTY.

The schools in this town the past year have been, as a whole, I think, more than usually successful. While a few have been somewhat deficient in their government and general management, a goodly proportion of them have been conducted with a good share of skill and tact, and a few have been so discreetly governed and thoroughly drilled, as to be worthy of the title of "Model School."

A poor school always costs too much. If the teacher works for nothing and boards around, still the school does not pay. Text-books, school-houses, children's board, clothing, and time are all too valuable to be lost wholly, or in part, by the deficiencies of unfaithful or incompetent teachers.

A good school is always a cheap one. The ends sought and obtained in a good district school are so fundamental and momentous, that the compensation of teachers and all other expenses are small in the comparison. Here the foundation for all future goodness, greatness, and usefulness are being laid; and if the work is skillfully and faithfully done, all honor to the workmen who do it, for their name and work shall endure when time shall cease to be.

High wages and a five years' license from a State Normal School are not a sure guarantee of a good school. Competent teachers ought to be paid well,—better than they are at the present time in many instances. Nor would I speak disparagingly of Normal Schools. Now, and here, are not the time and place to extol them, nor to discuss their merits; but is it not the time and place to admonish committees not to presume too much on the efficiency of a teacher, from merely high-sounding credentials, or large demands for services sought? But where there is any room for doubt or fear, hire the teacher only so long as his services shall be deemed, by his employers, profitable to the district.

We fully believe that a poor school or an indifferent one should not be continued a single day. The interests are too great and sacred to be left in careless hands; the results of success or failure are too momentous and far reaching not to be watched with sleepless vigilance, and guarded with untiring fidelity. But teachers are not alone responsible for good schools. Parents and neighbors often not

GENERAL REMARKS OF SUPERINTENDENTS.

only give no aid or encouragement, but actually seriously embarrass the efforts of the earnest teacher. Make your school-room convenient and attractive; furnish all needed facilities in the way of globes, maps, and books; then give the teacher your hearty coöperation and warmest sympathy. Then may you reasonably hope and expect the school to be healthful and efficient, and all be permitted to rejoice over its success. But, if it is otherwise, by all means put some one in charge of it who is competent to meet his high responsibilities.

I think the town and the State allow the town superintendent who feels any interest in his work, to do a large amount of important work for a very small compensation.

AUSTIN NORCROSS, Bethel.

Allow me to suggest that a *more complete* uniformity of books be insisted on, and that measures be taken, or enforced, to guard against such enormous prices as some sellers put upon school books.

C. S. BUSWELL, Cavendish.

The schools in town, as a whole, have made better progress than last year. This may be attributed to the following facts:—1st. The attendance has been more regular, raising the average from 362 to 402. 2d. Fewer instances of tardiness. 3d. Teachers have not been changed as often, or made as many failures. 4th. More interest on the part of parents.

A globe has been put into each school, and has proved of great advantage, especially in the study of mathematical geography.

Youth in their teens feel too old to attend district school, and stay at home until they can attend a term at the academy. This is wrong, for the oldest scholars make the best progress, and usually give the teacher the least trouble of any class in school; and the instances are rare of a teacher either unable, or unwilling, to teach the higher branches.

School examinations have been held upon the following plan:

1st. To have it clearly stated how far each scholar had taken up the several text-books.

2d. To have it stated how much of this the scholar had been over before, and how much of it was advance.

3d. By having questions asked upon any part of this work that the parent or visitor might suggest, to have the scholar show how thoroughly it had been done.

4th. To avoid "show classes," teachers were not previously informed what classes would be called.

GENERAL REMARKS OF SUPERINTENDENTS.

5th. By inviting in the prudential committee and friends of the scholars, to encourage the diligent and shame the idle.

If future superintendents would continue some such plan, and be fully sustained by parents in doing it, we might expect it to be an efficient help in promoting the interests of our common schools.

N. B. HAZEN, Hartford.

I think that five days per week is enough for a school to be in session.

I find great difficulty in requiring a uniform standard of qualification for teachers in our town, from the fact that the town is so poorly divided into districts. There are several districts, any one of which alone is too small to sustain a good school. They can not afford to hire a *good* teacher. But they are all so attached to the district system, that each district wants its own school, even if it is good for nothing. In several cases, the money laid out has been a total loss, since the schools were *worthless*. Now, what is a superintendent to do? A good, well-qualified teacher will not teach for the pay offered by some of these single districts, and the districts will not *unite* and secure a good teacher. Of course, young and inexperienced teachers are employed. I do not mean to say that I license applicants for certificates, unless they answer the required number of the written questions. I regard that as a very small part of a teacher's qualifications. I do not think either that a school having less than fifteen scholars is likely to prosper. During the year I have visited several schools whose average was from four to seven scholars. I inquired of the teachers if the pupils occupied all of the time. The usual reply was "no," some teachers saying that about one third of the time was given to recess; others said they brought their sewing, or some interesting book, to while away the time. The result can be inferred. No school can be successful, unless the teacher attends to his business and to *nothing else*.

S. A. GRIFFIN, Ludlow.

I suppose it avails little to remark on the general lack of coöperation of parents; but as long as they take little or no interest in their schools, beyond the dollars and cents involved, how can they hope for general, marked scholarship and that manifest interest necessary in a truly successful school? If I interpret correctly, most of the visiting in our schools for the past year has been done by friends of the teachers, or older mates of the scholars. It is not necessary to speak of that stimulus given to both scholar and teacher, when

GENERAL REMARKS OF SUPERINTENDENTS.

interest is evinced by parents in their *frequent* visits to the school-room; every parent knows its utility, and knows also that the best teacher can be but half successful, without the hearty coöperation of parents. The parent has a duty and a work almost, if not quite, equal to that of the teacher; and while we say so much about teachers' qualifications, let us not forget that we need qualifications ourselves, an interest which shall follow our children to the school-room, cheering them in their tasks, and diminishing the burdens of the teacher.

JOHN S. SLACK, Plymouth.

The schools of Reading for the past year have been very generally successful, and satisfactory to the friends of education. There seems to be an awakening to the importance of these institutions.

That very many improvements in the methods of teaching have been made within the last quarter of a century, a casual observer could determine. Normal Schools, Teachers' Institutes, Teachers' Associations, and wise legislation are rapidly improving the character and efficiency of the schools of Vermont. Our larger villages have adopted the graded-school system, thus affording to children, at the public expense and within the reach of the poorest, the benefits of a thorough English, and even classical education. Parents begin to think about schools, to look after them, to visit them. Teachers, finding that the people demand that they understand their duties, exert themselves to be up with the times, and meet the demands of an intelligent community.

The schools in Reading will flourish and improve, just in proportion as the people feel interested in, and look after them—demand the best teachers, and properly sustain them.

Parents, visit your schools. Let your children thus understand that you are pleased by their acquisitions of knowledge, their cheerful observance of the rules of school, and their respectful deportment. Let the teachers thus understand that you appreciate their acquirements, their skill, their industry, and their zeal, are pleased with their success,—but capable of detecting the superficial instructor. Let me urge you to attend the annual school-meeting, elect as prudential committee a wide-awake man, friendly to modern ideas in reference to schools, and make such pecuniary provisions as will secure a competent teacher.

GILBERT A. DAVIS, Reading.

No teacher, certainly in winter, should be required to board around. One of our first young men, and a promising teacher, lost

GENERAL REMARKS OF SUPERINTENDENTS.

his life one year ago, in consequence of taking cold by sleeping in damp beds. Every teacher should have a room by himself, where he should spend his evenings, reviewing every lesson for the next day. Then it will be fresh in his mind, while he will anticipate any difficulty the pupils may have, and be ready to explain and solve it.

R. W. HARLOW, Rochester.

I have become fully satisfied that there is not that concert of action on the part of those who ought to be interested in the matter of schools, that there should be. There is too much indifference manifested on the part of parents and guardians, in relation to our common schools. And even the youth do not appear to realize the great importance of striving to get an education.

Let the people wake from their sleep of ignorance, and become united in their efforts to have good schools, and the education of the masses. Adopt the town system of schools, appoint a school board from your ablest men, and stand by them in the performance of every duty.

J. B. BALDWIN, Sharon.

Hearty sympathy gives life to, and greatly enhances the value of any effort. It certainly would this. Full attendance at school-meetings; cheerful provision for every real want of both teachers and pupils; careful selection and generous pay of the best teaching talent to be had; occasional visits to the school-room, especially at the closing examinations with which every term of school should end; words of hearty cheer for the teacher, especially when the "wheels drag heavily;" good, old-fashioned sympathy with roguery, which whipped it at home, when it "got whipped at school;" and scores of other little things that cost nothing, would easily double the value of money expended and labor now done.

So completely would this one improvement cover the whole ground, as to make annual-school-report lectures on poor school-houses, badly districted townships, ill-chosen and poorly paid teachers, ungovernable scholars, and fault-finding parents, utterly superfluous. Every public man, yes, and every parent or guardian, ought to consider himself, by divine right, a committee of one, to see that the school where those under his charge are gaining knowledge, forming habits, and moulding character, should be the very best possible, every week of every term. Hire whom we will to teach; appoint whom we will to superintend; *an energetic public sympathy* is indispensable to the very best success of our public schools. Long since,

GENERAL REMARKS OF SUPERINTENDENTS.

however, parents, as well as committees and superintendents, learned that a good knowledge of books is by no means the only qualification for teaching. Such are the facilities for obtaining an education at the present day, that many aspire to the *position of teacher*, who know very little of the real *work* of the teacher. They fail, partly at least, because God never intended they should follow that calling. Among the essential qualities of a good general, Cicero names "*imperium*," by which he means inborn authority. So we say of candidates for teaching, at least this and two other traits, *personal magnetism* and *tact*, are indispensable.

By the first of these we mean, inherent power in the teacher to control pupils without an apparent effort. The second is, power in the teacher to draw pupils to himself or herself, and infuse his or her own enthusiasm into the pupils. Tact is needed in directing the enthusiasm thus awakened. Such a teacher will have very little governing to do. Pupils under such control will find no time nor wish for mischief.

The lack of these prime qualities is very likely, especially in case of beginners in the work, to be supplemented by a long list of rules. We knew of one teacher, years ago, who wrote off and posted up in the school-room *twelve specific rules*, for the regulation of his school. Of course he failed, as any such teacher ought to. Keeping school successfully is a matter of practical common sense, not law-making for culprits, nor vengeance-taking on transgressors. Very few pupils need punishment who know that their teacher loves them, and at the same time *must be obeyed*. The only instances of failure this year, in any of our schools, have been those in which specific and unnecessary rules have been put in the place of inherent authority and mutual good feeling between teacher and pupils. One law, of just two words, DO RIGHT, is all any school needs, in the hands of a good teacher, to secure perfect order.

The superintendent is required, by law, to visit each school, kept in town, *once in each year*. I have felt the need of seeing the schools oftener than this, and with one exception, have visited each of the schools at least once in each term; in some instances three times. I have made in all one hundred six visits among the schools, numbering in all fifty-two, as counted by terms; the time thus spent, including examinations, averaging one hour and forty minutes to each visit.

The general fault in all school-houses is in ventilation. Several have registers opening into the attic, from which there is no outlet

GENERAL REMARKS OF SUPERINTENDENTS.

A few minutes' thought must show any one that such an arrangement is of almost no worth at all. Aside from that, scarcely a school-house, outside of No. 7, has any thing like good ventilation. The consequences must be, bad air for all, and consumption for every instance of delicate lungs. We beg leave to urge parents to look at this matter at once. Ventilation should take bad air from *near the floor of the room*, through the stove-pipe or chimney, clear out of doors—not into the attic. Such ventilation saves fuel, at the same time that it promotes the health and comfort of the school.

Ventilation naturally suggests temperature. No school-room should be without a good thermometer. No teacher, and much less can any scholar, *guess* at the right temperature of a room for pupils to study in. A man may draw shoe-threads, or a woman may cook, in a room that is hot. Put a child into the same room, and set him at *brain-work*, and he burns out his life just in proportion to the intensity with which he applies his mind. *Temperature*, with a fire, should never go above *seventy-five degrees*, nor be allowed to fall below *sixty degrees*. A good thermometer costs only fifty cents.

Many pages might be written upon the structure and furniture of the school-room. Suffice it to say, that we should look closely to, at least the following things: 1, Health; 2, Convenience; 3, Comfort; 4, Attractiveness, in the places where our children spend so large a fraction of their early years. "There is *education* in the very *walls* of a school-room." Cover them with outline maps; hang up a few inspiring pictures; put up neat, tasty mottoes; but by no means allow these to take the place of a frequent coat of whitewash, and cheerful paint. Good taste can be cultivated in the majority of young minds not, however, by dingy plastering, nor pitchy pine ceiling, nor by crooked, rusty stove-pipe.

The first question in regard to the fitness of any candidate for teaching, is that of *character*. Is there genuine good sense and solid worth in this person? Is the candidate a *true man*, or a *genuine lady*? Is he or she genial, affable, courteous, polite,—naturally, or by careful culture,—correct in the use of language, a pattern of what we wish our pupils to be?

The next question is, Does the candidate *understand* and *love* child-nature?

Still another question: Does he or she know how to anticipate, and, if necessary, make clear the difficulties of young minds in study? And is he or she able to *lead* the pupil, not *carry* him, through his difficulties himself? The teacher's work is not to make

GENERAL REMARKS OF SUPERINTENDENTS.

pulp of knowledge, and then put it in pupils' mouths for them to swallow. Strong men and women can not grow up on intellectual *mush*. They want to be able, themselves, to digest strong meat. The grand work of the *teacher* is to guide the pupil in educating himself, in solving his own difficulties, in correcting his own faults, while fixing habits of mind and forming traits of character that will be of service all through life. Such teachers, no matter how much we have to pay them, are in the end the cheapest. Any thing below this standard is hardly worth hiring. We hire the *best* workmen to build our houses, construct our mills, prescribe for our sick, and do every other kind of work; why not this? Our State Laws, our Normal Schools, Institutes, Associations, are all looking toward the highest attainable excellence. Let us join their endeavor, and demand of our public educators, that they do the very best work.

L. H. COBB, Springfield.

But few of those who now apply for certificates are not qualified, so far as books go. Why not, then, in engaging a teacher, exercise the same discretionary power and common sense as in hiring a man upon the farm? Is he or she such a person as you would engage in business exclusively your own? Aside from his intellectual qualifications, is he smart, moral, and practical—or is he without energy, tact, or ambition? These are questions of vital import, for not every good scholar can make a teacher. A teacher should be ready in conversation; such an one rarely fails. Children love to hear their teacher talk; and for the want of this, several of our schools have been almost worthless. Another source of trouble is the hiring of favorites. By all means do not hire your wife's aunt, or your mother's great uncle, merely for the sake of "keeping all the money in the family," to the detriment of the rest of the district.

I believe it is perfectly feasible and desirable to adopt the town system in this town, doing away with district taxes and State machinery, resolving the town into one district and placing schools in such parts of the town as may be needed, lessening the aggregate expense and raising a barrier against local factions, which so much distract, and even ruin schools, under the present system.

It will be seen that in this rural township nearly three thousand dollars are expended upon our common schools annually. Laying aside, then, all moral and civilizing considerations, does not the pecuniary view of the subject demand a judicious expenditure? We see no reason why the best talent should not be employed in dispens-

GENERAL REMARKS OF SUPERINTENDENTS.

ing three thousand dollars for educational purposes, as well as in building a bridge of that value.

We have had, during the past year, more than usual difficulty in school discipline; an almost general spirit of insubordination has seemed to exist. Why? One reason, I apprehend, is that families now-a-days are small, consequently the only child here and there is greatly petted and humored, until he becomes almost a spoiled child, and neither the parent nor child will admit of his being reprov'd in the school-room. It is a serious evil which parents should not overlook, and perhaps our teachers ought to study the matter more.

I notice different methods of government by different teachers. Would it not be well to make this matter a study? It seems to me if we had a manual upon this point, reducing the *science* of school government to a uniform *system*, it would be well and practicable, and it is needed.

Despite the authoritative list of text-books, we have a great variety, from some cause; and worse than that, we have several editions of the same work in the same school, making utter confusion and breaking up of classes. I believe when a book needs revising, it is time to try a new author.

EDWIN S. JACKMAN, Weathersfield.

There is but little difference of opinion among intelligent and thoughtful men, with regard to the general working of all the provisions of our present school laws. Our people are looking to them with hope and confidence. Progress has already been made, not only in awakened interest on the part of the people, which is the sure foundation of all true progress, but in the qualifications of teachers, and as a consequence in the improved methods of the school-room.

JOSEPH C. FENN, Weston.

Our schools have prospered during the past year. There is an increasing interest on the part of the parents in visiting schools, and also in sustaining the teachers.

Teachers are doing very well; but the district clerks make a sorry job of their work. In many cases they appear to do the best they know how, but they fail to give the answers called for. I have endeavored to supply the desired information.

O. W. SHERWIN, Woodstock.

APPENDIX.

ACTS OF THE GENERAL ASSEMBLY.

SESSION OF 1867.

An Act authorizing Towns to establish Central Schools.

SEC. 1. Any town is hereby authorized to establish and maintain one or more central schools, for the education of advanced pupils of the several districts; provided, that such town shall, at their annual March meeting, vote to establish such central school or schools.

SEC. 2. Whenever any town shall vote for the establishment of a central school or schools, as aforesaid, a prudential committee of not more than three of the citizens thereof shall be elected for each central school, whose duties and prerogatives shall be the same as those of the prudential committee of union districts, and they shall hold their offices for one year from the first Tuesday of March in each year, and until others are elected.

SEC. 3. When any town shall establish a central school or schools, in pursuance of this act, the town treasurer and town collector thereof shall perform the same duties in relation to the central school or schools as are now incumbent upon the treasurers and collectors of school districts.

SEC. 4. For the support of such central school, each pupil shall pay to the town treasurer such sum per term for tuition as the prudential committee may determine, and which sum shall be fixed at the commencement of the term, and shall not be altered during the continuance of said term; provided, that the said prudential committee may charge to non-resident pupils for tuition per term such sum as they shall deem just.

SEC. 5. If the sums received for tuition are not sufficient to maintain such central school, and pay the expenses incurred, for such number and length of terms as said prudential committee shall direct, then said prudential committee may assess a tax on the grand list of such town for the balance required to pay the expenses of said school, and issue a warrant to the collector of taxes, authorizing him

SESSION LAWS—1867.

to collect the same; provided, that when only one central school shall be established in any town, no special tax shall be assessed as aforesaid.

SEC. 6. When more than one central school is established in pursuance of this act, the metes and bounds of each central school district shall be fixed so as not to divide existing school districts; and in assessing taxes for deficiencies to maintain the respective central schools, the said assessments shall be made by the prudential committee thereof, on the grand list within the limits of said central school district.

SEC. 7. Any town providing a central school or schools, in pursuance of this act, shall have all the powers of union districts, mentioned in chapter twenty-two, section seventy-two, of the General Statutes.

SEC. 8. This act shall take effect from its passage.

Approved November 21, 1867.

An Act to assist indigent young Men and Women to qualify themselves for the profession of Teaching in the Common Schools within this State.

SEC. 1. The sum of fifteen hundred dollars is hereby appropriated for the purpose of assisting such indigent young men and women, inhabitants of this State, who may desire to more perfectly qualify themselves for the office of teaching, by attending the Normal Schools within this State.

SEC. 2. The Treasurer of this State is hereby directed to pay out of any money in the treasury, not otherwise appropriated, the sum of five hundred dollars to the treasurer of the board of trustees of each of the Normal Schools now established in this State, to wit: one at Randolph, one at Johnson, and one at Castleton.

SEC. 3. It shall be the duty of said board of trustees, respectively, to expend the sum so received by them, under the direction of the Board of Education, in paying for the tuition of such indigent young men and women, as may from time to time apply for admission to said Normal Schools, who shall have passed the necessary examination now required by law, by the Board of Education; and who shall give satisfactory assurances to said Board that they will hold themselves in readiness to teach in the common schools of this State at least two years subsequent to their graduation from such Normal School.

SESSION LAWS—1867.

SEC. 4 All acts and parts of acts inconsistent with this act are hereby repealed.

SEC. 5. This act shall take effect from its passage.

Approved November 21, 1867.

An Act in addition to chapter twenty-two of the General Statutes, entitled "Common Schools and School Laws," relating to Collectors of School Districts.

SEC. 1 The several collectors of school districts in this State, before entering upon the duties of their respective offices, if required thereto by a vote of their districts respectively, shall give bonds to such districts for the faithful performance of such duties, in such sum and with such sureties as such districts may require.

SEC. 2. If any such collector shall neglect for the space of ten days to give bonds as required in the preceding section of this act; or if any person chosen to the office of collector of taxes in any school district shall, upon the request of the prudential committee of such district, refuse to perform the duties of such office, his office shall be vacant.

SEC. 3. All acts and parts of acts inconsistent with this act are hereby repealed.

SEC. 4. This act shall take effect from its passage.

Approved November 21, 1867.

An Act in addition to section one hundred and ten of chapter twenty-two of the General Statutes, entitled "Common Schools and School Laws."

SEC. 1. It shall be the duty of the district clerk to certify to the teacher that the register so returned is filled out and certified to by said teacher, as required by law; and said teacher shall not be entitled to his wages except on presentation of said certificate to the prudential committee of said district.

Approved November 19, 1867.

An Act concerning the Education of Children between eight and fourteen years of age.

SEC. 1. Every child of good health and sound mind, between eight and fourteen years of age, in this State, shall attend a public school

SESSION LAWS—1867.

at least three months in the year, unless such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools.

SEC. 2. No child between the above ages, who has resided in this State one year, shall be employed in any mill or factory, unless such child has already attended a public school three months within the year next preceding.

SEC. 3. Every parent or guardian who permits his child or ward to violate the above provisions, or every owner, employer or overseer of any mill or factory, who shall employ any child in violation of section two of this act, shall forfeit and pay a sum not less than ten dollars or more than twenty dollars, to be recovered like other penalties, by prosecution before any justice of the peace, one half of said penalty to go to the complainant, and the other half to the treasurer of the town in which such child resides.

Approved November 21, 1867.

An Act to amend section six of chapter twenty-two of the General Statutes, relating to Common Schools and School Laws.

SEC. 1. The compensation of the members of said Board and the Secretary thereof shall be as follows:—

To each member of the Board for each day's attendance on the meetings of the same, including the time necessarily spent in going to and from the place of meeting, the sum of four dollars, and their actual traveling expenses, not including board; to the Secretary the sum of twelve hundred dollars per year and his actual traveling expenses, while in the performance of the duties of his office, and the expense of procuring blank forms and postage, and such sums as he shall actually pay for assistance in holding the teachers' institutes, not exceeding the sum of thirty dollars in each county for any one year, all which allowances shall be paid by the Treasurer, on the allowance and order of the Auditor of Accounts.

SEC. 2. All acts and parts of acts inconsistent herewith are hereby repealed.

SEC. 3. This act shall take effect from its passage.

Approved November 21, 1867.

SESSION LAWS—1867.

An Act to legalize certain proceedings of the Town of Castleton.

SEC. 1. The proceedings of the town of Castleton, at a town meeting held on the 10th day of September, A. D. 1867, in authorizing the selectmen of said town to draw two orders on the treasurer of said town, for the sum of one thousand dollars each, for the purpose of assisting the corporation of the Rutland County Grammar School in preparing a suitable building or buildings for the Normal School recently located in said town, are hereby declared legal and valid; and all taxes to be assessed upon the grand list of said Castleton, for the purpose of paying such orders, so drawn as aforesaid, are hereby declared legal and valid.

SEC. 2. This act shall take effect from its passage.

Approved October 29, 1867.

An Act enabling School Districts numbers nine and ten in Rockingham to unite and form one School District, and to borrow a sum of money therein mentioned.

SEC. 1. School district number nine (9) in Rockingham, and district number ten (10) partly in Rockingham and partly in Westminster, in the county of Windham, in this State, are hereby empowered, by a vote to that effect of each of said districts in school meeting, to unite and form one school district, to be called district number nine (9) in Rockingham; and said district is hereby empowered and required to educate the scholars in said district in a graded school or schools; and for that purpose may sell and convey any real estate belonging to said school districts numbers nine (9) and ten (10), and purchase, build, lease and hold as many school-houses or school-rooms, and establish and keep as many schools, and cause to be taught therein as extended a course of study as said district shall direct.

SEC. 2. Said district may make all such necessary rules and regulations in regard to the attendance of scholars and the course of instruction in said school or schools as shall not be inconsistent with the laws of this State.

SEC. 3. The prudential committee of said district may admit scholars coming from without said district, upon such terms as they may prescribe.

SESSION LAWS—1867.

SEC. 4. The officers of said district shall be a moderator, a prudential committee of three, a clerk, a treasurer and collector, who shall be chosen annually, and hold their offices until others are chosen.

SEC. 5. The prudential committee of districts numbers nine (9) and ten (10) are hereby empowered to call a special meeting of all the legal voters in said districts, to meet at the school house in the district number nine (9), on the last Tuesday in December next, who shall, by a majority vote, elect a prudential committee, treasurer, clerk and collector, who shall hold their offices until the last Tuesday in March, A. D. 1868; and thereafter all the officers of said district shall be chosen agreeably to the laws of this State.

SEC. 6. In the distribution of the public money by said Rockingham, said district shall receive the share of two districts, as to the portion distributed among the several districts, in addition to the distributive share upon the scholars.

SEC. 7. Said districts, in addition to the powers conferred by this act, shall have all the powers and rights that are or may be conferred upon common school districts, and shall be subject to all the provisions of the law concerning school districts, and district schools, not inconsistent with this act.

SEC. 8. For the purposes named in section one of this act, said district is authorized and empowered by vote of a majority of the legal voters thereof in a meeting legally warned and held for that purpose, to empower the prudential committee thereof to borrow money, not exceeding five thousand dollars in amount, at a rate of interest not exceeding seven and three-tenths per cent per annum, not for a longer term than five years, as said district may determine; and the prudential committee shall have power, in pursuance of said vote, to issue the notes or bonds of said district, duly countersigned and registered by the treasurer thereof, and payable at such time and at such rates of interest, not exceeding the time, amount and rate above specified, as said district may by vote determine.

SEC. 9. This act shall be under the control of any future Legislature to alter, repeal or amend, as the public good may require.

SEC. 10. This act shall take effect from its passage.

Approved November 19, 1867.

An Act to establish the Rutland Graded School.

SEC. 1. The vote passed at a special meeting of the legal voters of the village of Rutland, held on the 20th day of February, A. D.

SESSION LAWS—1867.

1867, whereby all the school districts in said village were consolidated into one school district, to be called the Rutland Graded School is hereby legalized; and school district number eighteen, as originally constituted, and school district number nineteen, twenty, and number two and the union district number one, in Rutland, are hereby constituted a school district of the town of Rutland, by the name of the Rutland Graded School; and the school property of the several forementioned districts as they existed on the 20th day of February, 1867 aforesaid, of whatever character, shall become the general property of the graded school district, and all debts and liabilities of said districts shall be assumed and paid by the graded school district.

SEC. 2. Instead of the prudential committee required to be elected by law, and in place of the prudential committee already elected, said school district may elect one trustee for each ward in said district, as follows: One trustee for each of wards number one, three and six, for the term of one year each; for each of wards number two and four, for the term of two years each; and for each of wards number five and seven, for the term of three years each; and at all subsequent annual meetings to fill vacancies caused by the expiration of the term of office of each trustee, such vacancies shall be filled by the election of trustees for the term of three years each, and all vacancies caused by resignation, death, removal from the district, or other disqualifications, shall be filled for the unexpired term of such trustee only. Such trustees shall have all the powers and perform all the duties of a prudential committee. Said district may also elect a president and secretary of said board of trustees, who shall hold office for the term of one year, and until their successors are chosen; and said president and secretary shall act with and constitute a part of said board of trustees. The time of holding the annual elections shall be the same as now fixed by law for all school districts in the State, and the term of office of the trustees elected for the first year, as hereinbefore stipulated, shall expire on that day, on when their successors are elected. All other officers of said district shall be elected as is now prescribed by law.

SEC. 3 Said district may make such by-laws, rules and regulations as it may deem expedient, not inconsistent with the laws of this State.

SEC. 4. In the distribution of the public moneys, that portion which is divided among the several districts, irrespective of the number of scholars or their attendance at school, shall be so divided as to give said graded district the same amount as it would be entitled

SESSION LAWS—1868.

to if the number of districts remained the same as it was before said consolidation.

SEC. 5. Said graded school district, at the adjourned meeting thereof to be held on the 9th day of April, A. D. 1867, may complete the organization thereof by the election of such officers as are required by the provisions of this act.

SEC. 6. This act shall take effect from its passage.

Approved March 28, 1867.

SESSION OF 1868.

An Act in amendment of section five of an Act entitled "An Act to establish a State Normal School," approved November 17, 1866.

SEC. 1. Section five of an act approved November 17, 1866, entitled "An act to establish a State Normal School," is hereby amended so as to read as follows:

The Board of Education at its first meeting after the passage of this act, and at each of its annual meetings thereafter, shall designate one or more of its members, whose duty it shall be, together with the Secretary of the Board, to attend the examination for graduation, and determine who shall receive certificates, and also to visit the school at least twice a year on other occasions; and for such attendance and visits, such members shall receive such compensation as is or shall be allowed for attending the stated meetings of the Board.

SEC. 2. This act shall take effect from its passage.

Approved November 19, 1868.

An Act relating to the Normal Schools of the State.

SEC. 1. The sum of fifteen hundred dollars is hereby appropriated to the Normal Schools of this State, respectively, to wit:

The sum of five hundred dollars, to the one at Randolph; the sum of five hundred dollars to the one at Johnson; and the sum of five hundred dollars to the one at Castleton.

SEC. 2. The money hereby appropriated shall be expended under the direction of the Board of Education, as now provided by law or as may be hereafter provided

SESSION LAWS—1868.

SEC. 3. This act shall take effect from its passage, and the Auditor of Accounts is hereby directed to draw his order on the State Treasurer, for the payment of the sums herein appropriated.

Approved November 20, 1868.

An act to encourage the formation of Union or Graded School Districts, and in relation to Prudential Committees.

SEC. 1. Any union or graded schools, in any town in this State, formed under the provisions of chapter twenty-second of the General Statutes, relating to union or graded schools, whenever the town in which such union or graded school is located so vote, shall be entitled to and receive the same number of the distributive shares of that portion of the public school money, which is distributed equally between the districts, as they would have been entitled to before forming such high or graded school districts.

SEC. 2. Any union or graded school districts, formed under the provisions of this act, may elect three, six, or nine prudential committee, one-third of the number to be chosen each year, and to hold their offices for three years or until others are chosen.

SEC. 3. At the first election of prudential committee under this act, one-third of the number, any such union or graded school district shall first designate, shall be elected, to hold their offices three years, one-third two years, and the remaining one-third one year; and in case of vacancy from any cause, the district at any annual [school meeting may elect a substitute to serve for the unexpired term.

SEC. 4. In any union or graded school district, established under the provisions of this act, the prudential committee may procure the necessary text-books, at the expense of the district, for any children who are not supplied with them, and the amount paid for such text-books shall be added to the school-tax of the parent or guardian of the child for whom the books were obtained, and shall be collected with the tax, unless the tax is abated.

Approved November 19, 1868.

*An act in amendment of chapter twenty-two of the General Statutes,
"Of Public Instruction."*

SEC. 1. Section eighteen of chapter twenty-two of the General Statutes is hereby amended so as to read:

The time, not to exceed two days, actually spent by any teacher of a common school in attendance upon the Teachers' Institute, held

SESSION LAWS—1868.

pursuant to law, during the time for which such teacher is engaged to teach such school, shall be considered as time lawfully expended by such teacher in the service of the district by which he is employed, and in the legitimate performance of his contract as teacher.

SEC. 2. This act shall take effect from its passage.

Approved October 30, 1868.

An Act to amend section six of an act entitled "An Act authorizing towns to establish Central Schools."

SEC. 1. Section six of an act entitled "An act authorizing towns to establish central schools, approved November 21, 1867, is hereby so amended as to read as follows:

When more than one central school is established in the same town, in pursuance of this act, the metes and bounds of each central school district shall be fixed by any town meeting, legally warned for that purpose; and in assessing taxes for deficiencies to maintain the respective central school, the said assessments shall be made by the prudential committee thereof on the grand list within the limits of said central school district.

Approved November 20, 1868.

An Act to amend section thirty-five of chapter twenty-two of the General Statutes, relating to School Districts.

SEC. 1. When from any cause a vacancy shall occur in the offices of clerk, collector of taxes, treasurer, or prudential committee, of any school district in any town in this State, the selectmen shall appoint a suitable person, resident of said district, to fill such vacancy, until a new election shall be made; and the officers so appointed shall have all the powers, and be subject to all the duties, requirements and liabilities, as they would be if chosen by such school district; and in all cases of vacancies which have occurred or may occur, the school district may make a new election, at a special meeting thereof, notwithstanding the appointment by the selectmen.

SEC. 2. This act shall take effect from its passage.

Approved October 30, 1868.

An Act in amendment to section fifty-three of chapter twenty-two of the General Statutes, relating to School Districts.

SEC 1. Section fifty-three of chapter twenty-two of the General Statutes is hereby amended by adding to said section the following:

SESSION LAWS—1868.

Provided, that where a less number than three legal voters reside within the limits of such fractional part of said district, in either town, then any one legal voter, so applying for such relief, shall be entitled to the remedy provided in this section.

SEC. 2. This act shall take effect from its passage

Approved November 12, 1868.

An Act in relation to School Districts.

SEC. 1. No division, alteration, or enlargement of the limits, or uniting of any school districts in this State, heretofore made, or hereafter to be made, shall have the effect to dissolve or merge said school district or districts, until all debts and liabilities due from and to such district or districts, so divided, altered, enlarged or united, shall have been fully settled and paid; and the same right of action in favor of or against such school districts shall exist, and may be enforced in the same manner and to the same extent, as though such school district or districts had not been divided, altered, enlarged or united; and all the officers of such districts, in office at the time of such division, alteration, enlargement or union, shall continue in office, with all such powers as may be necessary for the service of process, calling district meetings, settling claims in favor of and against said districts, levying, assessing and collecting taxes to pay liabilities, and fully to close up the concerns of such districts, and for those purposes only, until all debts and claims of such districts are fully settled and paid.

SEC. 2. This act shall take effect from its passage.

Approved November 18, 1868.

An Act defining the qualifications of voters in School District Meetings.

SEC. 1. All persons residing in any school district in this State, qualified to vote in town meetings, and no other persons, shall be legal voters in school district meetings

SEC. 2. This act shall take effect from its passage.

Approved November 19, 1868.

An Act to amend an act approved November 21, 1867, relating to the Board of Education and the Secretary thereof.

SEC. 1. Section one of an act approved November 21, 1867, shall be amended so as to read as follows:

SESSION LAWS—1868.

The compensation of the members of the Board of Education and the Secretary thereof, shall be as follows: To each member of the Board for each day's attendance on the meetings of the same, including the time necessarily spent in going to and from the place of meeting, the sum of four dollars and their actual traveling expenses, not including board. To the Secretary the sum of twelve hundred dollars per year, and his actual traveling expenses while in the performance of the duties of his office, and the expense of procuring blank forms, and postage, and such sums as he shall actually pay for assistance in holding Teachers' Institutes, not exceeding the sum of sixty dollars in each county for any one year; all which allowances shall be paid by the Treasurer, on the allowance and order of the Auditor of Accounts.

SEC. 2. All acts and parts of acts inconsistent herewith are hereby repealed.

SEC. 3. This act shall take effect from its passage.

Approved November 19, 1868.

SESSION OF 1869.

An Act relating to the Normal Schools of this State.

SEC. 1. The sum of fifteen hundred dollars is hereby appropriated to the Normal Schools of this State, respectively, to wit: The sum of five hundred dollars to the one at Randolph, and the sum of five hundred dollars to the one at Johnson, and five hundred dollars to the one at Castleton; provided, that said school at Castleton shall not draw from the treasury of the State any part of the one thousand dollars heretofore appropriated to that school.

SEC. 2. The money hereby appropriated shall be expended under the direction of the Board of Education, as now provided by law or as may hereafter be provided.

SEC. 3. This act shall take effect from its passage, and the Auditor of Accounts is hereby directed to draw his order on the State Treasurer for the payment of the sums herein appropriated.

Approved November 16, 1869.

An Act changing the day of the Annual Meeting of the State Board of Education.

SEC. 1. Section two of chapter twenty-two of the General Statutes is hereby amended so as to read as follows:

SESSION LAWS—1869.

Said Board shall hold an annual meeting in Montpelier, commencing on the first Tuesday of November, and such special meetings during the recess of the Legislature as shall be necessary, in the discretion of the Governor; and the time and place of holding such special meetings shall be designated by the Governor.

Approved November 15, 1869.

*An Act in addition to an act approved November 19, 1868,
relating to Teachers' Institutes.*

SEC. 1. There shall be paid to the Secretary of the Board of Education, in addition to his salary and expenses as now provided by law, such sums as he shall actually pay for assistance in holding teachers' institutes, not exceeding thirty-five dollars for each day such institute is holden, the same to be in lieu of the appropriation now made for that purpose, and to be paid by the Treasurer on the allowance and order of the Auditor of Accounts.

SEC. 2. No teachers' institute shall be holden for a longer period than five days.

SEC. 3. All acts and parts of acts inconsistent herewith are hereby repealed.

SEC. 4. This act shall take effect from its passage.

Approved November 16, 1869.

An act regulating the attendance of Teachers upon Teachers' Institutes.

SEC. 1. The time, not to exceed five days, actually spent by any teacher of a common school in attendance upon the teachers' institute, held pursuant to law, in the county in which such teacher shall be employed, during the time which such teacher is engaged to teach such school, shall be considered as time lawfully expended by such teacher in the service of the district by which he is employed, and in the legitimate performance of his contract as teacher.

SEC. 2. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

SEC. 3. This act shall take effect from its passage.

Approved November 13, 1869.

SESSION LAWS—1869.

An Act to authorize School Districts to send scholars to Academies in certain cases herein named.

SEC. 1. That any school district in this State, in which any academy is located, or any district adjoining said first mentioned district, is hereby authorized, at any legal meeting of such district duly warned for that purpose, which said meeting shall require at least twenty days' notice before the same is holden, to authorize and direct the prudential committee of such district to make any arrangement or agreement with the officers of said academy, to instruct in said academy, all or part of the scholars belonging to such district, in all studies which are required by law to be taught in common schools, and such other instruction as is provided by law in cases of graded schools.

SEC. 2. This act shall not be construed so as to give to said district the right in any manner to shorten the time required by law for maintaining common schools, or to make any contract or agreement with the officers of the corporation of any academy that shall be binding upon said district for any longer term than two years, and shall at all times be under the control of future legislation.

SEC. 3. Nothing in this act shall be construed to abridge the right of the school districts to receive the public money for attendance at such academy, the same as is now received for attendance upon the common schools.

SEC. 4. This act shall take effect from its passage.

Approved November 15, 1869.

An Act to amend section five of an act entitled "An act authorizing towns to establish Central Schools."

SEC. 1. Section five of an act entitled "An act authorizing towns to establish central schools," approved November 21, 1867, is hereby so amended as to read as follows:

If the sums received for tuition are not sufficient to maintain such central school, and pay the expenses incurred, for such number and length of terms as said prudential committee shall direct, then said prudential committee may assess a tax on the grand list within the limits of said central school district for the balance required to pay the expenses of said school, and issue a warrant to the collector of taxes, authorizing him to collect the same; and the metes and bounds

SESSION LAWS—1870.

of such central school district shall be fixed by any town meeting legally warned for that purpose.

SEC. 2. This act shall take effect from its passage.

Approved November 16, 1869.

SESSION OF 1870.

An Act authorizing towns to abolish School Districts.

SEC. 1. Any town in this State may at its annual March meeting in 1871, or at any annual March meeting thereafter, by vote, by a majority of the voters present at any such meeting, abolish the school district system in such town; and the selectmen of each town shall insert an article for that purpose in the warning for the annual March meeting in 1871, and in the warning for any subsequent annual meeting, upon the application of three legal voters in such town.

SEC. 2. At any annual town meeting at which the school districts shall be abolished, as provided in section one of this act, the voters thereof shall elect either three or six school directors, citizens of such town, to be called the board of school directors, one-third of whom shall be elected for the term of one year, one-third for two years, and one-third for three years from the close of the school year as by law established. And at every annual town meeting thereafter there shall be elected one school director in towns having a board of three, and two school directors in towns having a board of six, and the term of office of all school directors so elected shall be three years from the close of the school year.

SEC. 3. The selectmen shall fill any vacancy occurring in the board of school directors by resignation, death or other disability, until the next annual March meeting, when the town shall elect a director for the remainder of the unexpired term. And all members of the board of school directors, whether elected by the town or appointed by the selectmen, shall hold their offices until their successors shall be elected in the manner hereinbefore provided.

SEC. 4. Whenever any town shall vote to abolish school districts therein, in pursuance of sections one and two of this act, all the school districts in such town shall, from and after the first day of April next succeeding the day when such town shall vote to abolish school districts therein, cease to exist, except for the purpose of fully arranging and settling up the pecuniary affairs of said school districts. The several school-houses, and all property belonging to

SESSION LAWS—1870.

the several school districts in such town, shall be appraised by a commission consisting of three persons, to be appointed by the assistant judges of the county court for the county in which such town is situated, and the amount of such appraisal shall stand to the credit of the several school districts respectively, to be adjusted, allowed and equalized between such districts by applying such valuations upon the taxes thereafter to be assessed, under the provisions of this act, upon the grand list of the several school districts; and all such school-houses, and other property belonging to said several school districts, shall thereafter pass to and become the property of such town.

SEC. 5. The board of school directors shall, on or before the first day of April in each year, elect one of their number chairman, who shall be vested with all the powers and subject to all the duties now imposed upon town superintendents of common schools, and shall receive such compensation for his services from the State Treasurer as is provided by law for the compensation of town superintendents, and such further sum as the town may vote him, to be paid out of the town treasury; and such towns as shall adopt the provisions of this act shall not thereafter elect a town superintendent of common schools, as now required by law.

SEC. 6. The board of school directors shall annually, on or before the first of April in each year, appoint a clerk, not one of their number, who shall keep a permanent record book, in which all the votes, orders and proceedings of the board shall by him be recorded; and who shall make all the returns to the town clerk now required by law to be made by clerks of school districts, and shall receive the same compensation therefor.

SEC. 7. Said board of school directors shall have the care and custody of all the property belonging to the several public schools of such town, shall prescribe the number of schools, employ teachers and fix their compensation, have the management and control of all the public schools in such town, examine and allow all claims arising therefrom, and draw warrants for the payment of such claims upon the town treasurer, which warrants shall be paid from the money hereinafter specified; and said board shall have and enjoy in general all the powers and authority, and perform all the duties pertaining to the office of prudential committee and clerk of school districts, as now provided by law. They may establish graded schools, and provide for the instruction of the scholars in the sciences and the higher branches of a thorough education, and may establish

SESSION LAWS—1870.

such by-laws and regulations for the carrying out of the powers above mentioned as are consistent with this act and the laws of the State. They shall be sworn to the faithful discharge of their duties and shall receive no compensation for their services. But the chairman of said board shall receive the compensation hereinbefore provided.

SEC. 8. The treasurer of such town shall keep a separate account of all moneys appropriated for the use of schools, which moneys shall consist of the income of the United States deposit funds and of the town school fund, and the income of any money or property donated for the use of schools in such town, and all moneys appropriated by the selectmen of such town for the use of schools. The selectmen of such town shall annually appropriate for the use of schools in such town a sum not exceeding the amount which would be raised by a tax of fifty cents upon the dollar of the grand list of such town, and not less than twenty-five cents upon the dollar, and the selectmen of such town shall assess a tax annually for the purpose of defraying such appropriations of not less than twenty-five cents, nor exceeding fifty cents upon the dollar of the grand list of such town, and such town shall not be required to assess the tax mentioned in section eighty of chapter twenty-two of the General Statutes. And the selectmen of any town are hereby authorized to levy and collect any additional tax above fifty cents on the dollar that shall be voted for school purposes at any annual town meeting in said town. It shall be the duty of such town to provide and maintain suitable school-houses for the accommodation of all the schools in such town, and the location, construction and sale of the same shall be under the control of the board of school directors.

SEC. 9. The board of school directors may receive students from other towns into their schools upon such terms as they may deem proper, and any moneys received by them from such students shall be paid into the school fund of such town.

SEC. 10. In all cases of districts formed of the territory or inhabitants of two or more adjoining towns, one of which adopts the provisions of this act, the town adopting the provisions shall forthwith take possession of the school house of such district, when such school house building is situate in such town, and of the school apparatus, land and other property of such district; and the selectmen of such town, and the selectmen of the adjoining town or towns, shall forthwith appraise such property, and shall determine what proportion thereof is owned by the inhabitants of such adjoining town or towns; and in case the said several boards of selectmen shall not agree in

SESSION LAWS—1870

their said appraisal or apportionment, the same shall be determined by three commissioners, appointed by the assistant judges of the county court of the county in which such towns are situated; and in case said towns are situated in different counties, then the same shall be appraised and apportioned by five commissioners, three of whom shall be appointed by the assistant judges of the county court of the county in which the town asking such commission is situated, and two by the county court of the county where the adjoining town is situated, none of which commissioners shall be residents of either of such towns. Such commissioners shall receive the same pay for their services as is now provided by law for services of road commissioners, and shall, within ten days after such appraisal, file their reports in the town clerk's office of each of said towns, and the expense of such commission shall be defrayed by the town asking the same.

SEC. 11. It is hereby made the duty of the assistant judges of the several county courts in this State to appoint the commissioners under the provisions of this act, upon the application of the selectmen of any town adopting this act.

SEC. 12. The town taking property of fractional districts, as provided in this act, shall, within sixty days after such appraisal of the selectmen, or the filing of the report of the commissioners, as provided in section ten of this act, pay to the treasurer of such adjoining town such amount as may be apportioned to the inhabitants of such town.

SEC. 13. The board of school directors shall, at each annual meeting, make a report to the town of their proceedings for the last school year, and present an exhibit of all warrants drawn by them for the use of schools.

SEC. 14. This act shall not apply to or in anywise affect any graded school district which has been incorporated by special act of the Legislature, unless accepted by a vote of two thirds of the legal voters therein; nor to any district formed by the concurrent votes of two or more adjoining towns, without the concurring votes of each of said towns consenting thereto.

Approved November 22, 1870.

An Act in relation to School Census and other school matters.

SEC 1. The clerk in each school district shall annually, in the month of January, make a correct list of the names and ages of all

SESSION LAWS—1870.

persons between the ages of five and twenty years resident in his district on the first day of January, with the names of heads of families and whole number of persons under twenty in each, and return the same to the town clerk on or before the thirty-first day of January. He shall also prepare and return therewith a tabulated abstract of the same, exhibiting the following items:

1. The whole number of families in the district.
2. The whole number of families having children under twenty years of age.
3. The whole number of children under twenty.
4. The number of children under five, between five and ten, between ten and fifteen, and between fifteen and twenty, respectively; and clerks of school districts shall receive for their services in making such list two cents for each and every name of a child not less than five nor over twenty years of age, so returned by them, and also two cents per name for heads of families so returned by them; and prudential committees are hereby authorized to draw their orders on school district treasurers for the same.

SEC. 2. In towns not divided into districts the duties prescribed in section one shall devolve on the clerk of the school board, who shall also collect the statistics of births and deaths required by section two of chapter seventeen of the General Statutes.

SEC. 3. No person under five years of age shall be received as a pupil into any public school.

SEC. 4. No district shall be entitled to any share of the public money which has not during the previous year maintained a free public school for at least two full terms of ten weeks each or their equivalent.

SEC. 5. Section one hundred and twelve of chapter twenty-two of the General Statutes is hereby amended by striking out of the second line in said section the words "tenth day of April," and inserting in lieu thereof the words *first day of May*.

SEC. 6. This act shall take effect from its passage, except section four, which shall take effect from and after March 31, 1871.

Approved November 23, 1870.

An act relating to the duties of Town Superintendents.

SEC. 1. It is hereby made the duty of the town superintendents of common schools in each county, to meet the Secretary of the State

SESSION LAWS—1870.

Board of Education annually, at such time in the month of March or April, and such place in the county as he, the Secretary, shall designate, for the purpose

First. Of agreeing upon a set of questions to be used throughout the county, in the written examinations of teachers.

Second. Of fixing the standard of qualifications of teachers for the ensuing year.

Third. Of making the necessary preliminary arrangements for the accommodation of the annual session of the teachers' institute for the county, and

Fourth. Of conferring with the Secretary and with each other, upon their duties and the interests of education.

SEC. 2. Each town superintendent shall hold two public examinations of teachers annually, in the months of April or May, and October or November; said public examinations shall be held in all the towns in the county on the same day, and all certificates granted by town superintendents shall be good till the first day of April following the examination and no longer.

SEC. 3. The Secretary of the State Board of Education shall fix the time and place for meeting the town superintendents in each county, and shall give them due and sufficient notice of the meeting, and he shall cause the questions agreed upon at such meetings to be printed and sent to all the superintendents in the county, in time to reach them before the day fixed for the public examinations

SEC. 4. The said Secretary shall hold institute examinations in the same manner as provided for the examination of candidates for State certificates, restricting such examinations to persons who bring to the Secretary and the assistant examiners satisfactory evidence of good moral character, and of having taught a common school for at least forty weeks within the four years last preceding such examination, and of their success in governing and teaching; and all certificates granted at such examination shall be good for five years.

SEC. 5. Section three of an act entitled "An act relating to the duties of the Board of Education, and the examinations of teachers, approved November 19, 1866, and all acts and parts of acts interfering with the provisions of this act are hereby repealed.

SEC. 6. This act shall take effect from its passage.

Approved November 22, 1870.

An Act to compel children to attend school.

SEC. 1. If any child of good health and sound mind, between the age of eight and fourteen years, shall, during the term of the public school in the district in which he resides, be an habitual truant, or be habitually found in the streets or public places, having no lawful occupation or business, not attending school and growing up in ignorance, each member of the board of civil authority in the town where such school district is situated, and each member of the prudential committee of such district, and each sheriff, deputy sheriff or constable in such town is hereby authorized, and it is made his duty, upon application in writing of any three legal voters of said district, to arrest such child and take him to the school in said district and place him in charge of the teacher thereof; and the officer making such arrest shall thereupon give notice in writing to the parent, guardian or master of such child, and shall therein require such parent, guardian or master to cause such child to attend school regularly.

SEC. 2. And if such parent, guardian or master shall, for the space of six days, disregard such notice and requirements, and not cause such child to attend school regularly for said six days, having no good reason therefor, then it shall be the duty of the officer making such arrest to make complaint to any justice of the peace against such parent, guardian or master, and such child; and the said justice upon such complaint is authorized to issue a warrant directed to any sheriff or constable in the State, commanding him forthwith to arrest and bring before said justice, such parent, master or guardian, and such child, and upon proof before said justice of the facts above recited, and that such master, parent or guardian has not caused such child to attend school regularly for the space of six days after such notice, such justice may impose upon such parent, master or guardian, the penalty imposed by section three of an act entitled "An act concerning the education of children between eight and fourteen years of age," approved November 21st. 1867, the said fine to be paid into the treasury of the town in which such parent or guardian resides, for the benefit of schools in said town.

SEC. 3. Said complaint shall be sufficient if the same state that the said parent, master or guardian neglects to send to school as required by law his child, apprentice or ward, naming such child, apprentice or ward.

SEC. 4. Prosecutions under this act shall be conducted in manner

SESSION LAWS—1870.

and form as on prosecution for crime under the general laws of the State, and an appeal shall lie to the county court as in other cases for prosecution for crime.

SEC. 5. This act shall take effect December 1st, 1870.

Approved November 23, 1870.

*An Act in amendment of section one of an act entitled
“ An act to amend section forty of chapter twenty-two
of the General Statutes, relating to the providing of
district schools in certain cases,” approved November
17, 1866.*

SEC. 1. Section one of an act entitled “ An act to amend section forty of chapter twenty-two of the General Statutes, relating to the providing of district schools in certain cases,” approved November 17, 1866, is hereby amended by adding thereto as follows :

And provided further, that the foregoing provision shall not apply to any district which shall have maintained two terms of school in said district, of not less than ten weeks each, after the first of May and previous to the last day of December in such year, agreeably to a vote of the inhabitants of such district, at the preceding annual meeting thereof.

Approved November 22, 1870.

*An Act in relation to the supplying of school books to the
pupils of the public schools.*

SEC. 1. In case any pupil in a public school is not provided by his parent, master or guardian with the requisite text-books, it shall be the duty of the prudential committee of the district, or of the school board in any town which has abolished school districts therein, to notify such parent, master or guardian that the pupil is not supplied with the requisite text-books ; and if, within one week after such notice, the parents, masters or guardians shall not supply such books, their pupils shall be supplied therewith at the expense of the town or city, by the prudential committee of the school district, or by the school board of the city.

SEC. 2. Should the committee fail, for two weeks after the enrolment of any pupil so unsupplied with books, to supply him with the needed books, as required by section one of this act, then it shall be the duty of the town superintendent of schools to supply the same at the expense of the town.

SESSION LAWS—1870.

SEC. 3. The prudential committee and superintendent shall give notice in writing to the assessors of the town or city of the names of the pupils by them respectively supplied with books under the provisions of the preceding sections of this act, of the books so furnished, the prices thereof, and the names of the parents, guardians or masters who ought to have supplied the same. The assessors shall add the price of the books to the next annual tax of such parents, guardians or masters, and the amount so added shall be levied, collected and paid into the treasury of the town or city in the same manner as other town or city taxes.

SEC. 4. If the assessors are of the opinion that any parent, master or guardian, is unable to pay the whole expense of the books so supplied on his account, they shall omit to add the price of such book, or shall add only a part thereof, to his annual tax, according to their opinion of his ability to pay.

SEC. 5. This act shall take effect on the first day of December, A. D. 1870.

Approved November 22, 1870.

An Act to amend section forty-three of chapter twenty-two of the General Statutes, relating to school districts.

SEC. 1. That section forty-three of chapter twenty-two of the General Statutes is hereby amended so as to read as follows:

The several school districts may, by a vote in a legal meeting appointed and notified as required in the forty-first section of this chapter, raise money by a tax on the grand list of the districts for the purpose of erecting, repairing, and furnishing a school-house, or to purchase or hire a building to be used as a school-house, and to purchase land for a school-house to stand upon, and for yards, and for the necessary erection of out-buildings thereon, and for the accommodation of the same, and to support a school in such district, as may be judged necessary or expedient.

SEC. 2. This act shall take effect from its passage.

Approved November 22, 1870.

An Act providing for the manner in which the qualifications of voters in school district meetings may be determined.

SEC. 1. If at any school district meeting in any school district in this State, any person shall offer or claim the right to vote in school

SESSION LAWS—1870.

district meeting whose vote shall be objected to by one or more legal voters present, for the reason that said person is not a legal voter in said district, the moderator presiding at such meeting shall not receive such vote so objected [to,] until the right of such person to vote in such district shall be determined as hereafter provided in section two of this act.

SEC. 2. When any person's vote or right to vote in any school district meeting shall be objected to, as mentioned in section one of this act, the moderator presiding at such meeting, the clerk and such members of the prudential committee as may be present, shall consider and decide the question of said claimant's right to vote in said meeting, and his vote shall thereupon be received or rejected, as may by them be determined.

SEC. 3. The provisions of this act shall not in any way affect the rights of any person in law or equity in any suit or proceeding concerning school districts and the votes thereof.

SEC. 4. This act shall take effect from its passage.

Approved November 22, 1870.

An Act in relation to school district collectors.

SEC. 1. The prudential committee of any school district in this State may require the collector of taxes in their district, before he enters upon the duties of his office, to give bonds to the district for the faithful performance of his duties, in a sufficient sum with good and sufficient sureties. And if any person chosen to the office of school district collector in any school district in this State shall, after being requested by the committee to give such bond, neglect for ten days next succeeding such request, his office shall be vacant.

SEC. 2. This act shall take effect from its passage.

Approved November 22, 1870.

An Act relating to the Normal Schools of this State.

SEC. 1. The sum of ten hundred dollars per annum is hereby appropriated to each of the three Normal Schools now established in this State, for the purpose of assisting those young men and women, inhabitants of this State, who may desire to more perfectly qualify themselves for teaching, by attending said schools, and who shall give satisfactory assurances to the Board of Education that they will hold themselves in readiness to teach in the common schools of this

SESSION LAWS—1870.

State at least two years subsequent to their graduation. And such appropriation shall be expended by the trustees of each of said schools, under such rules and regulations as shall be prescribed by the Board of Education.

SEC. 2. The Auditor of Accounts is hereby authorized and directed to draw his orders on the State Treasurer for the payments of the said sum of ten hundred dollars per annum to the treasurer of the board of trustees of the Normal School at Randolph; for the payments of the like sum per annum to the treasurer of the board of trustees of the Normal School at Johnson; and for the payments of the further like sum per annum to the treasurer of the board of trustees of the Normal School at Castleton.

SEC. 3. All acts and parts of acts inconsistent with this act are hereby repealed.

SEC. 4. This act shall take effect from its passage.

Approved November 22, 1870.

An Act to extend the provisions of an act entitled "An act to establish a State Normal School," approved November 17, 1866.

SEC. 1. The provisions of an act entitled "An act to establish a State Normal School," approved November 17, 1866, and the existence of the State Normal Schools established under the provisions of the said act, are hereby extended and continued until March first, A. D. 1875.

SEC. 2. Section two of said act to establish a State Normal School is hereby amended so as to read as follows:

It shall be the duty of the State Board of Education to nominate and approve a principal teacher and a first class assistant teacher for the school, and to withdraw such approval whenever the interests of the school demand, and no person, not so nominated, or the approval of whom shall have been withdrawn by the board, shall be employed as such principal or first assistant; but the principal shall be allowed to select his other assistants, and to provide for the discipline of the school.

SEC. 3. All acts and parts of acts inconsistent with this act are hereby repealed.

SEC. 4. This act shall take effect from its passage.

Approved November 22, 1870.

SESSION LAWS—1870.

An Act in amendment of an act entitled "An act in amendment of section one of chapter twenty-two of the General Statutes, and relating to the Board of Education," approved November 19, 1866.

SEC. 1. Section one of an act entitled "An act in amendment of section one of chapter twenty-two of the General Statutes, and relating to the Board of Education," approved November 19, 1866, is hereby amended so as to read as follows:

The Governor shall biennially nominate, and, by and with the advice and consent of the Senate, shall appoint a Board of Education, consisting of six persons, two of whom shall be residents of each congressional district, and three of whom at least shall be practical educators, and the Governor of the State for the time being shall be, *ex officio*, a member of said board.

SEC. 2. This act shall take effect from its passage.

Approved November 21, 1870.

An Act in amendment of section twenty-two of chapter fifteen of the General Statutes, relating to town officers.

SEC. 1. Section twenty two of chapter fifteen of the General Statutes is hereby amended [so as] to read as follows:

The selectmen may, by temporary appointment, fill any vacancy in either of the following offices, viz: collector of taxes, auditor, superintendent of common schools, fence-viewer, grand-juror, sealer of weights and measures, inspector of leather, pound-keeper, surveyor of highways or street commissioner; and the persons so appointed by the selectmen shall hold their offices until the town shall elect others in their stead, as provided in the preceding section; and such appointment shall be recorded in the town clerk's office in such town.

SEC. 2. This act shall take effect from its passage.

Approved November 18, 1870.

An Act in addition to chapter one hundred and sixteen of the General Statutes, entitled "Of offenses against the public peace."

SEC. 1. If any person over ten years of age, not connected with the school, shall annoy or disturb any school by remaining at or near

SESSION LAWS—1870.

such school, or by refusing or neglecting to depart on request of the teacher or prudential committee, he shall be punished by a fine not exceeding twenty dollars.

SEC 2. This act shall take effect from its passage.

Approved, November 17, 1870.

An Act to establish Bennington Graded School District.

SEC. 1. Such portions of the territory of the town of Bennington as lie within the incorporated limits of the village of Bennington, and the inhabitants thereof, are hereby detached from the existing school districts, and are incorporated and constituted a school district of the town of Bennington, by the name of "Bennington Graded School District;" and the school-houses and other property of school districts numbers seventeen, eighteen and twenty-three in said town, of whatever character, shall become the general property of said Bennington graded school district, and all debts and liabilities of said three districts shall be assumed and paid by said Bennington graded school district. And whenever the limits of said village shall be enlarged or contracted, the limits of said graded school district shall also become enlarged or contracted, so that at all times the said village and said graded school district, in territory and inhabitants, shall be identical; and said graded school district shall have all the powers and privileges, and shall be subject to all the duties and liabilities that are incident to school districts established under chapter twenty-two of the General Statutes, and the laws in addition thereto, or in amendment thereof. And be it further enacted, that any application made to the Legislature to alter or change the boundaries or limits of the village of Bennington, as is by law now established, shall be published in the newspapers printed in the town of Bennington, and notice of said application shall also state that the change to be applied for will change and alter the boundaries of the school district hereby created and of other districts adjoining the same, said publication of notice to be published three weeks successively in said newspapers, the last of which shall be at least two weeks before the session of the Legislature to which the same is to be made.

SEC. 2. Instead of the prudential committee required by law to be elected, said graded school district, at its first annual meeting, shall elect one trustee for each ward in said village as follows:

One trustee for each of wards numbers one, three and six, for the term of one year each; for each of wards numbers two and four for

SESSION LAWS—1870.

the term of two years each; and for each of wards numbers five and seven, for the term of three years each; and at all subsequent annual meetings, vacancies, caused by the expiration of the term of office of trustees, shall be filled by the election of trustees for the term of three years each; and all vacancies caused by resignation, death, removal from the district, or other cause, shall be filled at an annual or special meeting warned for the purpose, for the unexpired term of such trustees only. Said trustees shall have all the powers and perform all the duties of a prudential committee, and shall choose one of their number to be president, and shall appoint a secretary of said board of trustees, who shall hold office for the term of one year, and until their successors are chosen and appointed.

The time of holding the annual elections and meetings shall be the same as now is or hereafter shall be fixed by law for all school districts in the State, and the term of office of the trustees elected for the first year as hereinbefore specified shall expire on that day, or when their successors are elected; all other officers of said district shall be elected in the manner now or hereafter prescribed by law; provided, that the first meeting for the election of officers shall be called by the clerk of said village, and notices, giving at least seven days notice of such meeting, shall be posted up in at least three different public places in said village, within ten days after the passage of this act, and the officers elected, consisting of one trustee for each of said wards together with the other officers, shall hold office until the last Wednesday of March, 1871, and until others are elected.

SEC. 3. Said graded school-district may make such by-laws, rules and regulations, as it may deem expedient, not inconsistent with the laws of this State; and may provide for the establishment and maintenance of such number of schools, and of such grade or grades, and for teaching therein such branches of knowledge, as it may deem expedient.

SEC. 4. In the distribution of the public moneys, that portion which may be divided among the several districts irrespective of the number of scholars or their attendance at school, shall be so divided as to give said graded school district the shares of four districts in said town.

SEC. 5. This act shall be deemed a public act, and shall take effect from its passage.

Approved October 25, 1870.

SESSION LAWS—1870.

An Act to establish the North Bennington Graded School District.

SEC. 1. School districts number ten and twenty-two in the town of Bennington are hereby constituted a school district in said town by the name of the North Bennington graded school district; and the present school houses and school property of said school districts number ten and twenty-two, of whatever character, shall become the general property of the graded school district, and all debts and liabilities of said districts shall be assumed and paid by the graded school district; and said graded school district shall have all the powers and privileges and shall be subject to all the duties and liabilities that are incident to school districts as established under chapter twenty-two of the General Statutes, and the laws in addition thereto and amendment thereof.

SEC. 2. The officers of said graded school district shall be the same as is or may be provided by law for the other school districts in the State; shall be elected at the same time and in the same manner; shall hold their offices for the same terms; and, subject to the provisions of this act, shall have all the powers and perform the same duties which are required of same officers in other school districts: provided, that the first election of officers for said graded school district shall be held on the seventh day of January, A. D. 1871, and shall be warned by the clerk of the corporation of the village of North Bennington; and the officers then elected shall hold their offices until the last Tuesday of March next only, or until their successors shall be chosen.

SEC. 3. Such graded school district may make such by-laws, rules and regulations as it may deem expedient, not inconsistent with the laws of this State, and may provide for the establishment and maintenance of such number of schools, and of such grade or grades, and for teaching therein such branches of knowledge as it may deem expedient.

SEC. 4. In the distribution of public moneys, that portion which may be divided among the several districts, irrespective of the number of scholars or their attendance at school, shall be so divided as to give said graded school district the shares of the several original districts of which it is or shall be composed.

SEC. 5. If any other school district or districts in the town of Bennington or in the adjoining town of Shaftsbury shall at any time, by their vote at a meeting duly warned for that purpose, signify their desire to become united with said graded school district, and if the said graded school district at a meeting duly warned for that pur-

SESSION LAWS—1870.

pose shall vote to agree to such union, then the said additional district shall to all intents and purposes become and form a part of said North Bennington graded school district, and such union of said districts may be made upon such terms in regard to the school property of each as may be mutually agreed upon by said districts.

SEC. 6. This act shall be deemed a public act, and shall take effect from its passage.

Approved November 2, 1870.

An Act in amendment of "An act to establish the North Bennington Graded School District."

SEC. 1 Section two of an act to establish the North Bennington graded school district, approved November 2, 1870, is hereby so amended as to authorize the clerk of the corporation of the village of North Bennington to warn a meeting for the first election of officers of said district at any time previous to the day specified in said act, by posting up notifications thereof for the period and in the manner required by the General Statutes for calling district-school meetings.

SEC. 2. This act shall take effect from its passage.

Approved November 14, 1870.

An Act in relation to Rutland Graded School District.

SEC. 1. That whenever the Rutland graded school district shall, in accordance with the statutes in such case made and provided, vote to build a school-building for the use and accommodation of said district, and select a site for the same, said district is authorized and empowered, by vote of the majority of the legal voters thereof in a meeting legally warned and held for that purpose, to empower the board of trustees of said district to borrow money not exceeding forty thousand dollars in amount, at a rate of interest not exceeding seven and three-tenths per cent, nor for a longer term than fifteen years, as said district may determine, to purchase a site for, build and furnish said school building; and the board of trustees of said district shall have the power in pursuance of said vote to issue the notes or bonds of said district with interest coupons attached, duly countersigned and registered by the treasurer of said district, and payable at such time and at such rates of interest not exceeding the time, amount and rate above specified, as said district may by vote determine.

SEC. 2. This act shall take effect from its passage.

Approved November 22, 1870.

An Act to establish the Williamstown Graded School District.

SEC. School districts number five and number twelve in the town of Williamstown are hereby constituted a school district in said town, by the name of the Williamstown Graded School District; and the present school-houses and school property of said school districts number five and twelve, of whatever character, shall become the general property of the graded school district, and all debts and liabilities of said districts shall be assumed and paid by the graded school district; and said graded school district shall have all the powers and privileges, and shall be subject to all the duties and liabilities that are incident to school districts as established under chapter twenty-two of the General Statutes and the laws in addition thereto and in amendment thereof.

SEC. 2. The officers of said graded school district shall be the same as are or may be provided by law for other school districts in the State, except that the prudential committee shall consist of three persons and shall be elected at the same time and in the same manner, shall hold their offices for the same term, and subject to the provisions of this act, shall have all the powers and perform the same duties which are required of the same officers in other school districts; provided, that the first election of officers for said graded school district may be held at any time after the passage of this act; and the said meeting for the joint election of said officers shall be warned by one of the selectmen of said town of Williamstown, by posting a notice of said meeting in three public places in said town not less than six nor more than twelve days previous to said meeting; and one of said selectmen shall preside in said first meeting until the election of a moderator and clerk of said graded school district; and all the officers elected at such meeting shall hold office until the last Tuesday of March following, or until their successors are elected.

SEC. 3. Such graded school district may make such by-laws, rules and regulations as it may deem expedient, not inconsistent with the laws of this State, and may provide for the establishment and maintenance of such number of schools and of such grade or grades and for teaching therein such branches as it may deem expedient.

SESSION LAWS—1870.

SEC. 4. In the distribution of public moneys, that portion which may be divided among the several districts, irrespective of the number of scholars or their attendance at school, shall be so divided as to give said graded school district the shares of the several original districts of which it is or shall be composed.

SEC. 5. If any other school district or districts in the town of Williamstown shall at any time, by their vote at a meeting duly warned for that purpose, signify their desire to become united with the said graded school district, and if the said graded school district at a meeting duly warned for that purpose shall vote to agree to such union, then the said additional district shall to all intents and purposes become and form a part of said Williamstown graded school district; and such union of said districts may be made upon such terms in regard to the school property of each as may be mutually agreed upon by said districts.

SEC. 6. This act shall be deemed a public act; it shall be under the control of future Legislatures to alter, amend or repeal as the public good may require, and shall take effect from its passage.

Approved November 22, 1870.

*An Act for the distribution of the Grammar School Funds
of Orleans County.*

SEC. 1. All lands in the county of Orleans, granted to the use of grammar schools, shall hereafter be under charge of the selectmen of the towns in which such lands are situated, to lease, collect rents, and do any other business which the different grammar schools and academies have heretofore done, which have leased such lands; and the selectmen of each town in said Orleans county shall have the same authority, in all matters pertaining to the charge of such lands in their respective towns, that said academies and grammar schools have ever held; provided, that such lands as are located in any town in which there is a legally organized academy or grammar school, shall be under the direction and charge of the trustees of such academy or grammar school, and the selectmen of such towns shall have nothing whatever to do with the lands in such towns.

SESSION LAWS—1870.

SEC. 2. The selectmen, in such towns in said Orleans county as shall have therein no legally organized academy or grammar school, shall pay over the rents and profits arising from such lands, situated in their respective towns, to the trustees of such incorporated academy or grammar school, as a majority of the legal voters present at the annual March meeting in said town shall direct, and in case of failure to so direct, it shall be the duty of the selectmen to pay over the same to the trustees of such academy or grammar school in said county, as such selectmen, or a majority, may select for that purpose; and it shall be the duty of said selectmen to select the academy or grammar school to which they would pay the said money, and pay the same over promptly upon its collection; and if such selectmen shall neglect to pay said money over for the space of six months after the same is collected, then any academy or grammar school in said county, which has maintained a school under its act of incorporation for the space of thirty-three weeks during the year ending at the time said rent became due from the lessees, is hereby authorized and empowered to bring a suit therefor against such selectmen, and such academy or grammar school may recover the same in an action for money had and received, together with the legal cost thereon, said suit to be brought before any court of competent jurisdiction to try the same. And the academy or grammar school collecting said funds by suit, as is provided in this section, shall, after paying the reasonable expenses of said suit, divide the balance equally among such academies or grammar schools in said county as have maintained a school under their act of incorporation for the space of thirty-three weeks during the year ending at the time said rent became due from the lessees.

SEC. 3. Such money as may have heretofore been collected by the selectmen of any town in said county, in which there is no academy or grammar school, and by them not paid over to the trustees of some academy or grammar school within said county, at the time this act takes effect, may be recovered of such selectmen in an action for money had and received, as is provided in section two of this act, by any academy or grammar school in said county which has maintained a school under its act of incorporation for thirty-three weeks during the year ending on the day this act takes effect; provided, that no suit shall be brought under this section until a demand is first made upon such selectmen for said money; and the money referred to in this section, when collected, after the date that this act takes effect,

SESSION LAWS—1870.

shall be equally divided among the academies and grammar schools in said county which have maintained a school under their act of incorporation for thirty-three weeks during the year ending the day that this act takes effect.

SEC. 4. All acts and parts of acts inconsistent with this act are hereby repealed.

Approved November 22, 1870.

STATISTICS

FOR THE

SCHOOL YEAR ENDING MARCH 31, 1871.

STATISTICS BY COUNTIES—1871.

TABLE NO. 11. Statistics by Counties, from the Annual Reports of Town Superintendents, for the School Year ending March 31, 1871										
COUNTIES.	No. of organized school districts.	No. of fractional dis- tricts.	No. of districts having no schools during the year.	No. of districts voting to have no schools.	No. of permanent re- lect or private schools.	No. of districts failing to file registers.	No of families.	No. of families having children under 20 years of age.	No. of children between 5 and 10 years of age.	No. of children between 10 and 15 years of age.
Addison,	168	30	8	...	1	9	4,496	2,988	1,962	2,037
Bennington,	111	14	6	2	3	2	3,820	2,875	1,944	1,742
Caledonia,	170	47	5	...	...	11	5,499	3,540	1,637	1,730
Chittenden,	124	22	7	4	12	7	5,658	4,059	2,912	2,902
Essex,	41	10	...	...	...	5	915	640	362	378
Franklin,	178	34	5	2	3	13	5,259	3,576	2,571	2,274
Grand Isle,	26	...	...	...	1	...	788	554	386	411
Lamoille,	119	27	6	...	1	8	2,725	1,916	985	1,081
Orange,	218	53	7	5	7	11	5,245	3,533	2,023	2,097
Orleans,	177	36	4	3	...	13	4,492	3,187	2,266	2,207
Rutland,	196	45	10	2	4	10	6,218	4,392	3,053	3,012
Washington,	183	41	12	5	5	14	4,982	3,079	1,856	1,860
Windham,	173	42	10	2	7	2	4,937	3,129	1,852	1,766
Windsor,	290	70	13	1	2	2	8,340	5,228	3,087	3,321
Totals,	2,174	471	93	26	48	107	63,373	42,696	26,896	26,818

STATISTICS BY COUNTIES—1871.

TABLE NO. 11--Continued.

COUNTIES.	No. of children between 15 and 20 years of age.	Total No. of children between 5 and 20 years of age.	No. of persons between 5 and 20 years of age attending common schools.	No. of terms of school during the year.	No. of terms with an average daily attendance of not more than 5 pupils.	No. of terms with an average daily attendance of 5 to 10 pupils.	No. of terms with an average daily attendance of 10 to 15 pupils.	No. of terms with an average daily attendance of 15 to 20 pupils.
Addison.	1,513	5,689	4,535	364	12	59	115	106
Bennington.	1,428	5,220	3,919	247	11	31	55	41
Caledonia.	1,288	5,446	5,504	444	15	90	118	117
Chittenden.	2,409	8,489	5,381	278	2	33	62	69
Essex.	301	1,152	942	92	6	23	27	21
Franklin.	1,717	6,633	5,557	438	8	49	98	104
Grand Isle.	315	1,177	1,347	51	...	2	11	11
Larville.	802	2,845	3,119	265	14	52	82	31
Orange.	1,758	6,012	3,269	487	20	151	129	93
Orleans.	1,535	5,911	5,486	390	8	51	100	100
Rutland.	2,395	7,516	6,914	467	21	84	101	99
Washington.	1,481	5,606	4,688	391	6	74	89	76
Windham.	1,484	5,113	4,398	397	18	103	108	79
Windsor.	2,697	9,566	8,325	732	31	162	150	129
Totals.	21,123	76,375	65,384	5,043	184	964	1,245	1,076

STATISTICS BY COUNTIES—1871.

TABLE NO. 11--Continued.

COUNTIES.	Average daily attendance in all the schools.	No. of resident pupils attending academies, seminaries, or private schools in town.	No. of non-resident pupils attending academies, seminaries, or private schools in town.	Total number attending schools of any kind in town.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole number of weeks of school.	No. of common schools.
Addison,	15	427	111	5,160	2,552	1,716	4,788.8	189
Bennington,	19	96	8	2,039	2,137	1,047	3,280.81	133
Caledonia,	17	401	152	6,325	2,818.75	1,722.75	4,541.5	209
Chittenden,	22	1,397	93	6,628	2,285.75	1,090.45	4,185.21	180
Essex,	14	54	...	959	511	321.50	894.5	49
Franklin,	19	678	283	7,031	2,660	1,862.50	5,249.5	217
Grand Isle,	25	137	26	494	409	270	679	26
Lamoille,	14	453	323	3,778	2,011.5	927.5	2,951	141
Orange,	15	684	362	6,031	3,332.25	2,042.25	5,387.5	234
Orleans,	18	471	127	5,623	2,685.5	1,423.5	4,408	202
Rutland,	17	378	134	7,843	3,687.25	1,635.75	5,806	238
Washington,	17	724	370	6,549	3,016	1,356.5	4,448	211
Windham,	16	511	165	5,246	2,948.34	1,424.5	4,370.84	203
Windsor,	17	468	192	9,007	4,723.51	2,987.84	8,141.33	344
Totals,	Av. 20.8	6,879	2,346	72,713	35,777.85	19,828.04	59,121.49	2 576

STATISTICS BY COUNTIES—1871.

TABLE NO. 11--Continued.

COUNTIES.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole number of teachers employed.	No. of teachers who had not taught before.	No. of teachers who had taught before.	No. of teachers who had taught before in the same district.	No. of teachers who had attended a Vermont Normal School.
Addison.	23.84	824.12	3,512.68	71	224	296	67	204	60	6
Bennington.	22.04	443.27	2,837.54	36	162	198	42	156	38	7
Caledonia.	21.26	609	3,932.5	51	317	369	77	288	63	6
Chittenden.	23.29	572	3,720	43	216	259	44	212	86	23
Essex.	17.44	47	847.5	4	79	83	14	66	16	1
Franklin.	23.70	714	4,335.5	58	278	333	265	255	62	20
Grand Isle.	25.69	169	483	13	25	41	9	32	7	...
Lamoille.	21.29	374	2,577	31	191	222	55	167	39	59
Orange.	21.37	518.36	4,780.13	46	360	406	77	295	69	63
Orleans.	21.83	603	3,788	55	279	333	57	276	59	43
Rutland.	24.21	993	4,702	70	297	370	99	271	86	11
Washington.	21.28	808	3,676	66	295	361	85	262	75	15
Windham.	21.90	571	3,796.84	49	278	327	65	264	86	3
Windsor.	23.67	1,218	6,933.33	91	466	557	115	397	103	59
Totals.	23.13	8,463.75	463,846.77	684	3,467	4,155	876	8,145	849	316

STATISTICS BY COUNTIES—1871,

TABLE NO. 11--Continued.

COUNTIES.	No. of teachers holding Normal School certificates.	No. of teachers holding Institute certificates.	No. of teachers who taught without certificates.	No. of teachers who "bowed around."	No. of cases of tardiness.	No. of cases of dismissal before close of session.	No. of pupils having no absences.	No. of visits by Superintendents.	No. of visits by Prudential Committees.	No. of visits by others.	Average No. of classes in school.
Addison,	2	7	3	141	47,753	5,528	514	314	117	2,502	18
Bennington,	4	7	3	54	36,631	5,220	257	239	148	1,516	18
Caledonia,	3	11	7	130	23,064	3,866	926	660	303	3,338	17
Chittenden,	13	12	2	26	43,567	5,516	694	412	205	1,759	19
Essex,	1	2	...	17	4,494	669	215	135	32	430	17
Franklin,	6	4	7	117	50,715	7,608	634	464	131	1,473	17
Grand Isle,	...	1	...	20	10,853	1,137	68	34	12	253	17
Lamoille,	22	3	3	95	23,573	3,897	531	261	104	1,644	17
Orange,	22	4	5	197	27,053	5,430	1,168	685	155	3,062	17
Orleans,	12	4	1	70	33,470	4,861	858	523	177	2,224	17
Rutland,	1	9	1	113	66,079	8,483	747	418	209	2,704	18
Washington,	7	15	2	82	33,467	5,493	853	435	255	2,969	21
Windham,	...	10	2	91	19,642	3,613	1,475	486	244	3,458	19
Windsor,	16	12	6	180	45,130	8,830	1,587	935	487	5,386	21
Totals,	109	101	42	1,333	465,491	70,151	10,527	6,001	2,579	32,618	Av. 18

APPENDIX TO SECRETARY'S REPORT.

STATISTICS BY COUNTIES—1871.

TABLE NO. 11--Continued.

COUNTIES.	No. of school-houses.	No. of school-houses in good condition.	No. of school-houses unfit for their purpose.	No. of school-houses with yards inclosed.	No. of school houses with wood-houses.	No. of districts owning Unabridged Diction-aries.	No. of districts owning Globes.	No. of districts owning wall maps.	No. of school-houses with suitable black-boards.	No. of school-houses with clocks.	No. of school-houses with thermometers.
Addison,	179	112	66	12	132	7	16	30	193	19	6
Bennington,	124	71	45	17	97	5	21	26	89	7	2
Caledonia,	197	129	60	17	159	28	27	28	194	23	9
Chittenden,	145	98	40	27	101	33	39	33	146	29	21
Essex,	44	28	15	10	34	4	5	10	43	2	...
Franklin,	203	115	73	16	108	17	18	23	203	16	8
Grand Isle,	27	18	9	5	13	3	1	...	26	...	...
Lamoille,	130	70	58	7	101	21	8	8	129	5	1
Orange,	239	152	81	17	191	7	12	22	221	9	1
Orleans,	188	143	42	26	157	10	23	24	188	7	...
Rutland,	209	141	67	21	157	10	22	18	193	16	7
Washington,	198	148	46	19	175	29	30	52	185	27	3
Windham,	197	133	61	12	179	15	20	31	189	17	6
Windsor,	322	230	81	57	303	22	51	90	322	40	11
Totals,	2,402	1,588	744	268	1,907	211	293	895	2,841	217	75

STATISTICS BY COUNTIES—1871.

TABLE NO. 11--Continued:

COUNTIES.	Wages of male teachers exclusive of board.	Wages of female teachers, exclusive of board.	Cost of board of teachers.	Aggregate amount paid for wages and board of teachers.	Fuel, furniture and in cidentals.	Superintendents' salaries against the State.
Addison,	\$6,450.82	\$11,082.47	\$9,297.76	\$28,831.15	\$4,105.44	\$292.75
Bennington,	3,016.25	9,826.17	8,583.92	21,426.34	2,834.47	262.00
Caledonia,	4,361.06	13,392.84	11,569.60	29,323.50	3,435.61	514.50
Chittenden,	7,827.00	23,471.21	6,980.47	38,278.68	7,054.74	273.25
Essex,	471.22	2,729.81	1,325.37	4,526.40	586.85	117.50
Franklin,	5,788.53	12,476.00	12,448.27	30,712.80	4,368.75	423.75
Grand Isle,	950.65	1,750.00	1,434.00	4,134.65	502.82	50.25
Lamoille,	3,075.83	8,367.00	6,138.70	17,581.53	1,902.19	208.00
Orang.,	2,918.67	14,627.69	11,419.95	28,966.31	4,041.60	537.50
Orleans,	3,668.57	12,543.44	9,473.62	25,685.63	2,847.79	440.25
Rutland,	7,467.18	16,422.78	13,867.69	37,757.65	6,369.48	316.30
Washington,	5,235.92	12,231.00	10,523.97	27,990.89	3,339.93	341.50
Windham,	4,733.47	14,525.34	11,016.21	30,275.02	3,140.14	424.00
Windsor,	9,400.70	22,769.25	19,707.96	51,877.91	6,810.23	624.72
Totals,	\$65,365.87	\$176,215.00	\$133,787.49	\$375,368.46	\$51,340.04	\$4,826.27

STATISTICS BY COUNTIES—1871.

TABLE NO. 11--Concluded.

COUNTIES.	Amount voted to be paid Superintendents by towns.	Cost of new school-houses.	Cost of repairing school-houses.	Amount of public money distributed in March, 1871.	Amount raised on the Grand list by districts.	Average yearly cost per school.	Average weekly cost per school.	Average weekly cost per pupil.
Addison,	\$ 30.00	\$1,191.58	\$2,245.95	\$7,567 24	\$24,658.23	\$165.47	\$ 6 53	\$.44
Bennington,	104.50	1,062.00	2,042 35	5,624.55	19,081.11	185 29	7.51	.40
Caledonia,	180 25	4,262.11	1,850 66	8,492.06	29,195 32	160.08	7.37	.43
Chittenden,	1,264.00	4,234 00	2 766.22	6,433 05	30,583.97	219.55	10.38	.47
Essex,	19.50	1,017.40	424.55	1,552 97	5 001.60	107.16	5.87	.42
Franklin,	....	5,503 80	1,761.72	7,827 95	33,322.18	163.62	6.76	.36
Grand Isle,	....	...	117.03	1,075.70	3,449.32	180.30	6.90	.28
Lamoille,	6.75	1,608 55	577.36	3,795.90	15,176 40	139.71	6.68	.48
Orange,	72 00	1,255.35	1,310.88	9,077 91	22,462.61	143 33	6.24	.42
Orleans,	154.00	7,582.40	2,178.62	7,252.30	29,686.75	144.27	6 61	.37
Rutland,	43 50	7,858.56	4,286.60	11,829.00	38,752.81	186.96	7.66	.45
Washington,	22.75	961.00	2,719.59	6,882.57	27,380.48	150.12	7.12	.42
Windham,	112 00	...	994.79	8,453.69	25,391 92	167 27	7.77	.49
Windsor,	135.00	3,783.75	2,684.69	15,937.48	39,406 69	172.72	7.30	.43
Totals,	\$2,144.25	\$40,320 50	\$25,961.01	\$101,802.37	\$343,849.39	Av. 165.09	Av. \$7.234	Av. \$.344

STATISTICS

FOR THE

SCHOOL YEAR ENDING MARCH 31, 1872.

STATISTICS BY TOWNS—ADDISON COUNTY.

TABLE NO. 12--ADDISON COUNTY. Statistics Compiled from Reports of Town Superintendents for the year ending March 31, 1872.													
TOWNS.	No. of or- ganized school districts.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts voting to have no schools.	Average No. of vot- ers attend- ing school district meetings.	No. of per- manent se- lect or pri- vate schools.	No. of dis- tricts fail- ing to file registers.	No. of families.	No. of fam- ilies having children under 20 yrs. of age.	No. of children 5 and 10 yrs. of age.	No. of children 10 and 15 yrs. of age.	No. of children 15 and 20 yrs. of age.	No. of children 20 and over yrs. of age.
Addison,	8	2			12		2	201	141	81	69	67	
Bridport,	9	4			10	1	9	246	177	120	95	84	
Bristol,	8				11.5			330	212	131	106	100	
Cornwall,	7	1			14.43			241	177	108	98	87	
Ferrisburgh,	14	2			12.67			344	202	162	161	99	
Goshen,	4	2			19			78	56	27	37	24	
Granville,	8	2			14			165	136	75	90	55	
Hancock,	5	2	1		13			103	139	42	48	45	
Leicester,													
Lincoln,	12		4		15	2	9	279	101	113	115	86	
Middlebury,	12	2			40	1		644	370	260	270	241	
Monkton,	8	1			15.89			321	147	93	102	96	
New Haven,	11	3	2	2	15			295	171	112	120	97	
Orwell,	10	2			7			253	188	108	116	119	
Panton,													
Ripton,	7				13		1	146	113	80	65	71	
Salisbury,	7	3			14			213	161	81	83	84	
Shoreham,	12	1	1		10			282	174	124	114	93	
Starksboro,	15	1	1		12.67			293	209	177	149	114	
Vergennes,	2				80			371		135	160	105	
Waltham,	3		1		15		1	49	22	20	15	8	
Weybridge,	3	3	1		14		1	106	70	32	22	6	
Whiting,	5				12			101	88	54	51	27	
Totals,	170	29	13	3	370.16	4	23	5,061	8,054	2,135	2,086	1,708	

STATISTICS BY TOWNS—ADDISON COUNTY.

TABLE NO. 12--Continued.

TOWNS.	Total No. of children between 5 and 20 yrs. of age.	No. of persons be- tween 5 and 20 years of age attend- ing common schools.	No. of terms of school du- ring the year.	No. of terms with an av- erage daily attendance of 5 to 10 pupils.	No. of terms with an av- erage daily attendance of 10 to 15 pupils.	No. of terms with an av- erage daily attendance of 15 to 20 pupils.	Average daily attendance in all the schools.	No. of resi- dent pu- pils attend- ing other schools in town.	No. of non- resident pupils at- tending oth- er schools in town.
Addison,	217	187	19	3	10	4	10.17	16	1
Bridport,	299	416	17	2	3	7	15.5	90	11
Bristol,	337	265	18	2	7	2	18		
Cornwall,	292	215	21	3	5	11	21.33		
Ferrisburgh,	422	361	29	8	6	12	13.64		
Goshen,	88	78	8	2	4	2	21.38		
Granville,	220	206	17	9	3	4	14.57		
Hancock,	141	96	6		2		14		
Leicester,									
Lincoln,	314	302	24	9	3	6	14	20	
Middlebury,	771	506	20	1	3	8	24.5		
Monkton,	291	300	19	4	2	4	16		
New Haven,	329	308	28	6	4	9	14.5	90	40
Orwell,	343	466	20	5	6	6	16		
Panton,									
Ripton,	216	151	15	3	8	3	12		
Salisbury,	248	220	15	2	7	2	19.33		
Shoreham,	331	264	22	5	9	6	12.4		
Starksboro,	440	404	29	1	7	21	17.67	15	
Vergennes,	400	342	4						
Waltham,	43	34	5	2	2		9.46		
Weybridge,	50	121	10	3	2	8	18.33		
Whiting,	132	130	10	2	8	4	14.5	2	
Totals,	6,024	5,372	856	71	101	114	812.28	238	52

TABLE NO. 12--Continued.

STATISTICS BY TOWNS—ADDISON COUNTY.												
TOWNS.	Total No. attending of any kind in town.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole No. of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole No. of teachers employed.	No. of teachers who had not taught before.
Addison,	187	181	98	279	10	27.9	40	239	3	11	14	2
Bridport,	433	151	91	242	9	26.89	62	180	5	10	15	3
Bristol,	366	106.5	92	196.5	8	24.82	60	136.5	5	10	15	4
Cornwall,	215	141	73	214	7	30.57	36	178	3	12	15	1
Ferrisburgh,	361	248.5	144.5	398	15	26.2	44	349	3	19	22	7
Goshen,	78	73	23	96	4	24	10	96	1	7	7	2
Granville,	206	159.5	34.5	194	10	19.5	10	184	1	14	15	2
Hancock,	96	81	19	100	5	20	24	76	2	6	8	3
Leicester,												
Lincoln,	302	185	52	237	12	19	68	169	4	15	19	3
Middlebury,	526	187	79	266	9	29.56	72	194	6	15	21	3
Monkton,	300	179.8	56	235.8	9	26.2	100	135.8	9	10	19	3
New Haven,	438	222	117	339	10	26	94	245	6	18	24	2
Orwell,	466	139	126	265	10	26.5	96	169	7	9	16	5
Panton,												
Ripton,	151	141	25	166	7	11.07	32	134	3	12	15	7
Salisbury,	220	113	52	165	7	23.33	36	129	3	8	11	4
Shoreham,	264	214	97	311	11	28.27	12	299	1	11	12	3
Starksboro,	419	373	88	361	14	25.79	57	304	5	23	28	9
Vergennes,	495			40	2	40	40	40	1	8	9	
Waltham,	34	23.5	27.5	51	2	25.5	12	39	1	2	3	2
Weybridge,	121	70	59	129	5	25.8	12	117	1	5	6	2
Whiting,	132	100	28	128	5	25.6	36	92	3	6	9	2
Totals,	5,810	2,998.8	1,381.5	4,407.3	171	25.77	943	3,504.3	72	231	303	69

STATISTICS BY TOWNS—ADDISON COUNTY.													
TOWNS.	No. of teachers who had taught before.	No. of teachers who had taught before in the same list.	No. of teachers who had attended a Vt. Normal School.	No. of teachers holding Normal School certificates.	No. of teachers holding In-stitute certificates.	No. of teachers who taught without certificates.	No. of teachers who "boarded" around.	No. of teachers who left their schools before the close of their engagements.	No. of teachers examined by Supl.	No. of teachers who passed the examination.	No. of teachers examined at the regular spring and fall examinations.		
Addison,	12	5			1	1	9	1	12	9	8		
Bridport,	12	2			1		9		13	11	6		
Bristol,	11	3					3		29	27	25		
Cornwall,	14	5					5	1	11	11	11		
Ferrisburgh,	15	4			1		7		17	15	9		
Goshen,	5	3						1	7	6	5		
Granville,	13	4	2			2	6		14	11	7		
Hancock,	5	1	1				5		7		1		
Leicester,													
Lincoln,	16	6			1	5	10		15	11	12		
Middlebury,	18	12			3		10		16	10	11		
Monkton,	16	5					10	1	15	15	11		
New Haven,	22	5			2		8		26	14	19		
Orwell,	11	4					5	1	21	21	5		
Panton,													
Ripton,	8	1					2	2	18	16	8		
Salisbury,	7	3					3	2	10	8	8		
Shoreham,	9	5					5	2	12	12	6		
Starksboro,	19	4	1				11	3	27	27	16		
Vergennes,	9	6			1				19	12	16		
Waltham,	1				5		2		8	2	3		
Weybridge,	4	2					4		8	8	7		
Whiting,	7	3					9		9	9	7		
Totals,	244	88	4	4	16	8	128	16	809	260	201		

STATISTICS BY TOWNS—ADDISON COUNTY.

TABLE NO. 12--Continued.

TOWNS.	No. of teachers' certificates granted by Supl.	No. of teachers' certificates annulled by Supl.	No. of cases of tardiness.	No. of cases of dismissal before closure of session.	No. of pupils having fences.	No. of visits by Supl.	No. of visits by Pruden- tial Com.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school-houses.	No. of school-houses in good con- dition.	No. school-houses un- fit for their purpose.
Addison,	12		2,293	403	8	10	5	196	17	16.5	10	6	4
Bridport,	12		3,370	403	21	29	9	184	24	2.3	9	6	3
Bristol,	27		4,670	457	23	24	5	117	20.83	1.13	8	6	2
Cornwall,	13		1,812	514	21	26	5	65	22	3	7	7	
Ferrisburgh,	19		5,491	723	16	7	8	98	19.94	.39	15	9	6
Goshen,	7		677	72	11	8	1	54	18		4	3	1
Granville,	14		1,281	199	13	12	1	118	18	2	10	8	2
Hancock,	7		423	104	16	10	4	68	17		5	1	4
Leicester,													
Lincoln,	11		4,030	857	27	21	6	175	20	.67	12	7	5
Middlebury,	10		4,516	847	123	13	56	193	28	5	9	6	3
Monkton,	16		2,829	689	28	20	6	104	19.5	1.78	9	8	1
New Haven,	22		2,649	335	56	29	13	313	17	2	10	6	4
Orwell,	21	1	3,253	348	10	41	6	109	21	1.4	10	10	
Panton,													
Ripton,	16		2,367	191	13	25	2	49	22	3.29	7	4	3
Salisbury,	8		1,590	202	29	9	12	111	26		8	5	2
Shoreham,	12		4,477	462	19	30	4	151	22	1.5	13	9	2
Starksboro,	24		4,638	467	37	21	7	171	20.21	.71	15	4	10
Vergennes,	14					50	50				2	2	
Waltham,	3		166	26	8	4	2	28	8.5	1	3	1	
Weybridge,	11		1,830	97	3	11	4	23	21.8	.2	7	2	4
Whiting,	10		1,420	295	16	10	1	70	24	4	5		5
Totals,	289	1	53,882	7,691	498	410	217	2,397	20	47	178	110	61

STATISTICS BY TOWNS—ADDISON COUNTY.

TABLE NO. 12--Continued.

TOWNS.	No. of school-houses with yards inclosed.	No. of school-houses with wood-houses.	No. of school-houses built within the last 5 years.	No. of school-houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school-houses properly ventilated.	Districts owning Unabridged Dictionaries.	No. of districts owning globes.	No. of districts owning wall maps.	Districts without suitable black-boards.	No. of school-houses without clocks.	No. of school-houses without thermometers.
Addison,	1	4	3	4	3	3	2		2	2	2	9	10
Bridport,	1	7			1	3	6		1		2	2	8
Bristol,	1	8				3	5	1		1	1	7	7
Cornwall,	2	6		1		6	6			1		6	15
Ferrisburgh,	2	7		2	1	12				1		14	4
Goshen,		4	4			4	7		1	2	2	4	10
Granville,		8				10			1		2	10	5
Hancock,		5				5					2	5	12
Leicester,											2		7
Lincoln,		6	1			12	4			5	6	12	12
Middlebury,		9	2		1	8	6		1		9	7	9
Monkton,		6	1			9	6		1		9	9	13
New Haven,	2	10	3			10	7	2	1	6		12	19
Orwell,	1	10		2		8			1	3		10	10
Panton,												10	7
Ripton,		5	1			7	3		2		2	7	8
Salisbury,		4	4			8	4				1	8	13
Shoreham,		13	2	2		11	11		2	2	3	18	15
Starksboro,		7				15					16	14	
Vergennes,	1	2	1		1	1	2	2	2	2		8	3
Waltham,		1		1	1	3					7	7	7
Weybridge,		4			1	5			1	1	1	5	5
Whiting,		5			1	4							
Totals,	13	181	22	12	9	147	76	5	14	27	62	174	178

STATISTICS BY TOWNS—ADDISON COUNTY.

TABLE NO. 12--Continued.

Towns.	Wages of male teachers, exclusive of board.	Wages of female teachers, exclusive of board.	Cost of board of teachers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for incidentals.	Superintendent's bill against the State.	Amount voted to be paid Superintendent by town.
Addison,	\$ 293.25	\$ 679.75	\$ 577.00	\$ 1,550.00	\$ 128.82	\$ 14.85	\$ 26.88	\$ 10.00	
Bridport,	380.00	600.50	568.00	1,548.50	164.23		43.62	21.50	
Bristol,	336.00	416.10	385.60	1,137.70	113.65	2.10	15.30	18.00	\$14.00
Cornwall,	275.00	697.00	500.00	1,472.00	156.54	30.00	89.89	15.00	
Ferrisburgh,	268.00	1,022.83	859.75	2,150.58	171.10	.35	29.00	7.00	
Goshen,		276.00	173.88	449.88	52.80		4.90	14.00	
Granville,	55.00	472.27	280.40	807.67	86.25	107.79	19 10	17.00	
Hancock,	145.00	195 50	200.00	540.50	55.40	14.00	11.00	11.50	
Leicester,									
Lincoln,	327.00	489.00	586 00	1,402.00	118.20	3.02	15.82	24.50	
Middlebury,	1,990.53	2,600.69	513.96	5,105.18	585.18	1.25	723.45	12.50	
Monkton,	623.63	361.25	458.27	1,443.15	130.02	14.95	13.47	26.00	
New Haven,	333.34	586.00	599.00	1,518.34	187.87	.50	30.27	24.50	30.00
Orwell,	547.00	588.00	625.00	1,760.00	142.34	7.32	36.31		
Panton,									
Ripton,	136 00	331.75	319.25	787.00	69.75	4 50	4.85	20.00	
Salisbury,	245.00	404.50	354.94	1,004.44	97.45	34.09	22.97	10.50	
Shoreham,	66.00	1,161.05	785.25	2,012.30	88.35	15.00	35.88	24.50	
Starksboro,	178.75	944.50	551.25	1,674.50	78.50	460.00	6.00	25.00	
Vergennes,	1,800.00	2,400.00		4,200.00	390.00		450 00		
Waltham,	75.00	90.00	170.00	285.00	46.25	2.10			
Weybridge,	80.00	298.50	271.50	650 00	77.00	1.00	5.58	18.00	
Whiting,	195.00	262.00	348.00	805.00	83.00	3.00	23.00	14.00	
Totals,	\$8,349.50	\$4,877.19	\$9,127.05	\$32,253.74	\$3,025.70	\$715.82	\$1,605.24	\$313.50	\$44.00

STATISTICS BY TOWNS—ADDISON COUNTY.

TABLE NO. 12--Concluded.

TOWNS.	Amount paid Superintendent for examination of teachers.	Cost of new school-houses.	Cost of repairing school-houses.	Amount of public money distributed in March, 71.	Amount raised on the grand list by districts.	Amount raised on the grand list by towns, for school purposes.	Highest rate per cent raised on the grand list by any district.	Lowest rate per cent raised on the grand list by any district.	Estimated cash value of school houses and grounds.
Addison,	\$1.00		\$7.35	\$576 16	\$ 958.17	\$280.66	30	12	\$8,000
Bridport,	2.50		37 75	609.80	1,241.01	305.16	12	8	2,875
Bristol,	1.00		5.00	404.06	820.11		34	11	4,000
Cornwall,			139.78	532.21	1,305.00	447.33	34	20	
Ferrisburgh,	3 00		62.07	714.36	1,475.11	395.63			2,600
Goshen,			4.38	78.00	433.86		25	15	750
Granville,	2.00	\$1,196.00	4 00	166 61	1,454.04		363	40	4,050
Hancock,	1.00		18.00	122 54	478.09		100	25	800
Leicester,						113.02	135	4.6	1,200
Lincoln,	1 50		6.10	273.27	1,192.87				60,000
Middlebury,	1.50		143.41	949.49	10,083.42		90		5,000
Monkton,	2.00		14.08	382.19	1,175.29	116 20	80	15	12,000
New Haven.	1.00		111.50	657.49	1,078.49	272 99			3,300
Orwell,			15.48	764.35	826.00	301.99	33		
Panton,									1,850
Ripton,	4 00		94.47	135.72	1,142.39		175	75	6,750
Salisbury,		5,200 00	4.00	138.50	1,130 22	255.94	37	15	6,500
Shoreham,			88 00	653.05	1,581.43		45	13	2,000
Starksboro,	2 00		265.00	342.50	1,568.20	139.32	300	26	30,000
Vergennes,				600.00	4,100.00	400.00	150	22	1,500
Waltham,	.50		62 17	155.16	205.42		20		2,450
Weybridge,			21.58	237.71	581.95	151.71	30		1,200
Whiting,			2.40	200.00	763.00		50	25	
Totals,	\$23.00	\$6,396.00	\$1,105.52	\$8,708.17	\$82,688.97	\$3,089.95			\$164,825

STATISTICS BY TOWNS—BENNINGTON COUNTY.

TABLE NO. 13--BENNINGTON COUNTY.
Statistics Compiled from Reports of Town Superintendents for the year ending March 31, 1872.

TOWNS.	No. of organized school districts.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts voting to have no schools.	Average No. of voters attending school district meetings.	No. of permanent select or private schools.	No. of districts falling to file registers.	No. of families.	No. of families having children under 20 years of age.	No. of children between 5 and 10 years of age.	No. of children between 10 and 16 years of age.	No. of children between 16 and 20 years of age.
Arlington,	8				20			340	241	159	145	144
Bennington,	17	1			20	1		1,115	887	595	603	467
Dorset,	11	2	1		20			436	340	256	227	185
Glastenbury,	3				16	1		64	46	34	51	21
Landgrove,	11	3			17	2	2	387	270	151	162	139
Manchester,	5	2			11.57			96	79	55	42	44
Peru,	11	1			18.5			436	305	206	184	162
Pownal,	9	2	2		17.57			216	134	83	76	62
Readsboro,	9	1			14			217	139	101	86	71
Rupert,	8	2			14		4	150	105	68	63	43
Sandgate,	4				9			50	36	16	12	17
Searsburgh,	14	1			16			430	333	228	228	165
Shaftsbury,	7	1	1	1	9			153	140	71	64	63
Stamford,	5	1	1		25			170	125	69	55	76
Sunderland,	8	3			16			181	124	81	72	51
Winhall,								75	58	37	34	34
Woodford,												
Totals,	130	19	5	1	243.62	4	6	4,516	3,362	2,210	2,094	1,744

STATISTICS BY TOWNS—BENNINGTON COUNTY.

TOWNS.	Total No. of children between 5 and 20 years of age.	No. of persons between 5 and 20 years of age attending common schools.	No. of terms of school during the year.	No. of terms with an average daily attend- ance of not more than 5 pupils.	No. of terms with an average daily attend- ance of 5 to 10 pu- pils.	No. of terms with an average daily attend- ance of 10 to 15 pupils.	No. of terms with an average daily attend- ance of 15 to 20 pupils.	Average daily attend- ance in all the schools.	No. of resident pupils attending academies, seminaries, or private schools in town.	No. of non-resident pu- pils attending academe- ries, seminaries, or private schools in town.	Total number attending schools of any kind in town.
Arlington,	448	310	16		1	3	6	7.67			310
Bennington,	1,665	1,386	72		3	7	8	22.5		25	1,321
Dorset,	668	487	24			3	7	31	6		493
Glastenbury,			6								
Landgrove,	106	103			1	2	3	16.7	39		203
Manchester,	466	322	33			12	18	16	100	200	622
Peru,	141	130	14	1	7	4	2	11.25	2	3	138
Pownal,	552	433	27		2	3	9	18.6	45	10	488
Readsboro,	221	202	14		3	5	1	17			202
Rupert,	258	220	18		6	6		14.5	13		233
Sandgate,	174	190	20	2	9	6	2	10			190
Searsburgh,	45	50	8	1	6	1		8.12			50
Shaftsbury,	621	567	31	1	2	12	5	20.29			567
Stamford,	198	132	12		2	6	4	4.35			263
Sunderland,	200	125	10				6	18			125
Winhall,	204	186	15	2	2	1	6	15			186
Woodford,	105	70	5	1		2	2	13			70
Totals,	6,072	4,913	325	6	45	73	71	253.65	205	238	5,661

STATISTICS BY TOWNS—BENNINGTON COUNTY,

TABLE NO. 13--Continued.

TOWNS.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole number of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole number of teachers employed.
Arlington,	170	69	241.8	8	30.25	72.55	169	5	10	15
Bennington,	664	241	908	28	32.5	275	780	7	33	40
Dorset,	244.5	82.5	317	12	26.42	64.82	252	5	13	18
Glastenbury,										
Landgrove,	49	24.5	73.5	3	24.5	12	61.5	1	4	5
Manchester,	243.5	98.5	357	18	20	28	328	3	25	28
Peru,	119.3	35.2	154.5	7	22.07	43.5	111	4	7	11
Pownal,	216	131	347	12	30	69	278	5	20	25
Readsboro,	109	39	148	7	21.14	12	136	1	12	13
Rupert,	177.5	80.5	258	9	25.75	50	208	4	10	14
Sandgate,	129.2	64.8	194	10	22.2	29.2	164.9	3	13	16
Searsburgh,	66	12	78	4	19.5		78		8	8
Shaftsbury,	260	139	399	16	25	108	293	8	20	28
Stamford,	103	36	134	6	23.33	64	75	3	5	8
Sunderland,	83	22	105	6	18		105		6	6
Winhall,	84	84	168	15	11.33	36	132	4	9	13
Woodford,	54	6	60	3	20		60		3	3
Totals,	2,762	1,165	3,942.8	164	Av. 24.04	864.07	3,231.6	53	198	251

STATISTICS BY TOWNS—BENNINGTON COUNTY.

TABLE NO. 13--Continued.

TOWNS.	No. of teachers who had not taught before	No. of teachers who had taught before.	No. of teachers who had taught before in the same district.	No. of teachers who had attended a Vermont Normal School.	No. of teachers holding Normal School certificates.	No. of teachers holding institute certificates.	No. of teachers who taught without certificates.	No. of teachers who "boarded around."	No. of teachers who left their schools before the close of their engagements.	No. of teachers examined by Superintendent.	No. of teachers who passed the examination.	No. of teachers examined at the regular spring and fall examinations.	No. of teachers' certificates granted by Superintendent.	No. of teachers' certificates annulled by Superintendent.
Arlington,	5	10	6	1	1			11	1	16	15	5	14	
Bennington,	5	35	19	2	7	3				31	29	14	29	
Dorset,	2	16	5	1				1		18		5	17	
Glastenbury,														
Land grove,		5	2					5	1	5	5	2	5	
Manchester,	8	20	10		1			13	3	29	27	20	27	
Peru,	4	9	3					8	1	18	16	7	13	
Pownal,	6	19	3	1				20	2	29	21	22	21	
Readsboro,	3	10	2		1				1	13	13	3	13	
Rupert,	6	8	3	1				8		14	14	9	14	
Sandgate,	5	11	3			1		15	3	22	18	3	18	2
Searsburgh,	5	3								8	1		8	
Shaftsbury,	4	24	6			3		12	1	34	27	14	27	
Stamford,	1	7	1							7	6	2	7	
Sunderland,		6	3					3		7		6	7	
Winhall,	2	11	1			1			1	12	11	3	12	
Woodford,		3	1		1					2	2		2	
Totals,	56	197	68	6	2	9	8	96	15	257	255	115	234	2

STATISTICS BY TOWNS—BENNINGTON COUNTY.

TABLE NO. 13--Continued.

TOWNS.	No. of cases of tardiness.	No. of cases of dismissals before close of session.	No. of pupils having no absences.	No. of visits by Superintendent.	No. of visits by Prudential Committees.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school-houses.	No. of school-houses in good condition.	No. of school-houses unfit for their purpose.	No. of school-houses with yards inclosed.
Arlington,	3,639	365	29	16	7	75	20.57	.44	8	3	5	1
Bennington,	11,141	1,630	3	75	112	725	16	2	24	14	11	12
Dorset,	5,951	657	35	11	10	124	20.63	1.4	11	5	6	
Glastenbury,												
Landgrove,	562	127	21	12	4	57	22	.33	3	2	1	5
Manchester,	2,354	358	194	6	15	136	20	2.2	14	7	6	1
Peru,	631	156	24	14	5	117	22.78	.64	7	4	3	1
Pownal,	1,675	848	21	43	2	69	19	.67	11	9	2	1
Readsboro,	1,115	85	28	5	3	91	21.86	14	9	6	1	
Rupert,	2,551	559	16	30	4	25	19	1	9	5	4	
Sandgate,	1,432	298	7	20	3	106	32	2	10	4	6	
Searsburgh,	504	30	11	10	2	46	7	1	4	1	3	
Shaftsbury,	5,296	608	29	10	19	105	19	.75	15	7	8	
Stamford,	1,325	289	8	6		58	16.5	.25	7	5	1	1
Sunderland,	710	244	4	12	4	42	18	.27	6	6		
Winhall,	822	166	53	12	5	85	23		8	8	1	
Woodford,	335	86	8	5		7	18		4	2		
Totals,	40,043	6,599	486	287	195	1,868	20 Av.	12.53	140	88	58	22

STATISTICS BY TOWNS—BENNINGTON COUNTY.

TABLE NO. 13--Continued.

TOWNS.	No. of school-houses with wood-houses.	No. of school-houses built within the last 5 years.	No. of school-houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school-houses properly ventilated.	No. of districts owning unabridged Dictionaries.	No. of districts owning Globes.	No. of districts owning wall maps.	No. of school-houses without suitable blackboards.	No. of school-houses without clocks.	No. of school-houses without thermometers.
Arlington,	5	1	1	4	8	12	9	16	1	3	6	8
Bennington,	24	1			19				20	10	17	26
Dorset,	8				11						11	11
Glastenbury,					3	2		1		3	3	3
Landgrove,	5	3			14	9			1	14	14	14
Manchester,	7	1			7	6				7	7	7
Peru,		9	1		11	5		1		3	11	11
Pownal,	7				9	6				7	9	9
Readsboro,	6	1		1	8					2	9	9
Rupert,	7	1			10						10	10
Sandgate,	4	1			4	1					4	4
Searsburgh,	14	1		2	13	9	1	3	4	1	15	16
Shaftsbury,	3				7	3				2	7	7
Stamford,	3	3			6	3		1	2		6	6
Sunderland,	8	3			8	4					8	8
Winhall,	4				4				1	1	4	4
Woodford,												
Totals,	106	22	2	7	142	60	10	22	29	58	141	158

STATISTICS BY TOWNS—BENNINGTON COUNTY.

TABLE NO. 13--Continued.

TOWNS.	Wages of male teachers, exclusive of board.	Wages of female teachers, exclusive of board.	Cost of board of teachers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for incidental. dentals.	Superintendent's bill against the State.
Arlington, Bennington, Dorset, Glastenbury, Landgrove, Manchester, Peru, Pownal, Readsboro, Rupert, Sandgate, Searsburgh, Shaftsbury, Stamford, Sunderland, Winhall, Woodford,	\$ 390.00 2,081.00 423.16 90.00 183.00 235.00 344.00 90.00 274.00 120.68 615.50 294.00 236.69	\$ 622.80 3,725.00 1,015.80 159.15 1,048.00 318.30 970.00 522.00 665.75 549.15 239.00 1,394.00 261.00 367.00 360.00 300.00	\$ 444.80 3,418.00 842.74 122.30 718.00 235.26 751.00 360.54 720.50 461.50 168.00 1,081.50 395.00 260.00 314.88 150.00	\$1,457.60 9,224.00 2,281.70 371.45 1,949.00 788.56 2,065.00 972.54 1,660.25 1,131.33 407.00 3,091.00 950.00 627.00 911.57 450.00	\$116.10 525.50 171.90 42.95 198.03 67.70 173.00 77.65 118.28 92.48 227.00 332.99 101.10 43.85 59.67 45.00	\$ 9.50 473.80 1.60 17.00 36.25 23.00 17.80 156.48 11.28 .80 559.45 2.00 3 00	\$ 22.38 169.87 37.50 8.97 46.44 2.00 10.00 9.33 42.99 16.63 87.00 110.68 6.55 15.14 .75	\$39.50 61.00 9.60 9.00 10.00 19.75 30.00 10.00 21.00 41.50 8.00 9.00 7.00 20.15 15.00 5 00
Totals,	\$5,377.03	\$12,516.95	\$10,444.02	\$28,388.00	\$2,393.20	\$1,311.96	\$586.23	\$315.35

STATISTICS BY TOWNS—BENNINGTON COUNTY.

TABLE NO. 13--Continued.

TOWNS.	No. of school-houses with wood-houses.	No. of school-houses built within the last 3 years.	No. of school-houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school-houses properly ventilated.	No. of districts owning unabridged Dictionaries.	No. of districts owning Globes	No. of districts owning wall maps.	No. of school-houses without suitable blackboards.	No. of school-houses without clocks.	No. of school-houses without thermometers.
Arlington,	5	1	1	4	8	12	9	16	1	3	6	8
Bennington,	24	1			19				20	10	17	26
Dorset,	8				11						11	11
Glastenbury,								1				
Landgrove,	3	3			3	2			1	3	3	3
Manchester,	5	1			14	9				14	14	14
Peru,	7	9	1		7	6		1		7	7	7
Pownal,					11	5				3	11	11
Readsboro,	7	1		1	9	6				7	9	9
Rupert,	6	1			8						9	9
Sandgate,	7	1			10					2	10	10
Searsburgh,	4	1		2	4	1					4	4
Shaftsbury,	14	1			13	9	1	3	4	1	15	16
Stamford,	3				7	3				2	7	7
Sunderland,	3	3			6	3		1	2		6	6
Winhall,	8				8						8	8
Woodford,	4				4	4			1	1	4	4
Totals,	106	22	2	7	142	60	10	22	29	58	141	153

STATISTICS BY TOWNS—BENNINGTON COUNTY.

TABLE NO. 13--Continued.

TOWNS.	Wages of male teachers, exclusive of board.	Wages of female teach- ers, exclusive of board.	Cost of board of teach- ers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for inci- dentals.	Superintendent's bill against the State.
Arlington,	\$ 390.00	\$ 622.80	\$ 444.80	\$1,457.60	\$116.10	\$ 9.50	\$ 22.38	\$39.50
Bennington,	2,081.00	3,725.00	3,418.00	9,224.00	525.50	473.80	169.87	61.00
Dorset,	423.16	1,015.80	842.74	2,281.70	171.90	1.60	37.50	9.60
Glastenbury,								
Landgrove,	90.00	159.15	122.30	371.45	42.95	17.00	8.97	9.00
Manchester,	183.00	1,048.00	718.00	1,949.00	198.03	36.25	46.44	10.00
Peru,	235.00	318.30	235.26	788.56	67.70		2.00	19.75
Pownal,	344.00	970.00	751.00	2,065.00	173.00	23.00	10.00	30.00
Readsboro,	90.00	522.00	360.54	972.54	77.65	17.80	9.33	10.00
Rupert,	274.00	665.75	720.50	1,660.25	118.28	156.48	42.99	21.00
Sandgate,	120.68	549.15	461.50	1,131.33	92.48	11.28	16.63	41.50
Searsburgh,		239.00	168.00	407.00	227.00	.80	87.00	8.00
Shaftsbury,	615.50	1,394.00	1,081.50	3,091.00	332.99	559.45	110.68	9.00
Stamford,	294.00	261.00	395.00	950.00	101.10		6.55	7.00
Sunderland,		367.00	260.00	627.00	43.85	2.00	15.14	20.15
Winhall,	236.69	360.00	314.88	911.57	59.67	3 00	.75	15.00
Woodford,		300.00	150.00	450.00	45.00			5 00
Totals,	\$5,377.03	\$12,516.95	\$10,444.02	\$28,388.00	\$2,393.20	\$1,311.96	\$586.23	\$315.35

STATISTICS BY TOWNS—BENNINGTON COUNTY.

TABLE NO. 13--Concluded.

Towns.	Amount voted to be paid by Superintendent by town.	Amount paid Superintendent for examination of teachers.	Cost of new school-houses.	Cost of repairing school-houses.	Amount of public money distributed in March, 1871.	Amount raised on the Grand list by districts.	Amount raised on the Grand list by towns.	Highest rate per cent raised on the Grand list, by any district, for school purposes.	Lowest rate per cent raised on the Grand list, by any district, for school purposes.	Estimated cash value of school-houses and school-grounds.
Arlington,		\$1.00		\$ 8.12	\$ 515.08	\$1,291.92	\$ 515.08	18	10	\$ 2,700
Bennington,	\$75.00	6.50	\$1,073.79	568.95	2,058.05	5,511.17	1,735.14	70	16	21,790
Dorset,		4.00		55.02	639.86	1,815.24	646.59	60	25	4,000
Glastenbury,										
Landgrove,		1.00			72.00	378.91		61	46	1,125
Manchester,			350.00		1,000.00	1,581.27	400.00	40	42	20,000
Peru,		4.25		2.00	175.46	554.53		50	2	2,275
Pownal,				17.50	567.85	1,716.00		7	80	6,000
Readsboro,		3.50		532.03	204.65	1,121.97		150		2,500
Rupert,	15.00	1.00	1,754.87	11.50	449.54	2,834.51	207.64			3,200
Sandgate,		6.50	350.00	29.00	221.94	1,317.71	221.94	20	12	2,000
Searsburgh,				6.24	51.53	382.51		134	80	800
Shaftsbury,	5.00	6.25	2,815.62	37.03	830.25	5,042.25		300	20	8,000
Stamford,	8.20	.50		13.85	290.94	1,071.50		125	25	1,700
Sunderland,		.50			178.41	733.40	43.00	20	8	3,050
Winhall,	5.50	1.50			207.56	977.24		50	33½	2,500
Woodford	3.00	1.00		1.77			667.00	100		400
Totals,	\$111.70	\$37.50	\$6,344.28	\$1,283.01	\$7,483.12	\$29,840.13	\$4,436.89			\$82,040

STATISTICS BY TOWNS—CALEDONIA COUNTY.

TABLE NO. 14--CALEDONIA COUNTY.
Statistics Compiled from Reports of Town Superintendents for the year ending March 31, 1872.

TOWNS.	No. of organized school districts.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts voting to have no schools.	Average No. of voters attending school district meetings.	No. of permanent school or private schools.	No. of districts failing to file registers.	No. of families.	No. of families having children under 20 years of age.	No. of children between 5 and 10 years of age.	No. of children between 10 and 15 years of age.	No. of children between 15 and 20 years of age.
Barnet,	16	3	...	...	14	1	...	436	287	169	202	161
Burke,	11	1	...	...	16	...	...	316	183	107	110	81
Danville,	...	...	...	...	...	...	...	...	...	...	...	...
Groton,	9	2	...	...	8.5	1	1	183	137	115	112	106
Hardwick,	12	3	...	...	17	...	...	334	264	115	104	110
Kirby,	4	2	...	...	8	...	...	89	59	39	33	26
Lyndon,	14	2	...	...	20	1	...	535	326	200	117	117
Newark,	9	4	...	...	9	...	3	132	102	57	59	33
Peacham,	9	2	...	...	11.1	...	...	225	143	91	101	69
Ryegate,	9	3	...	...	8	...	...	172	111	85	97	79
St. Johnsbury,	12	5	...	...	21.83	2	...	1,095	773	476	465	257
Sheffield,	8	1	...	...	15	...	2	208	141	105	90	61
Stannard,	2	...	...	...	21.5	...	...	50	39	24	14	16
Sutton,	11	2	...	...	12	...	1	208	152	70	81	68
Walden,	12	1	...	...	11	...	...	236	158	107	94	71
Waterford,	13	4	...	...	7	...	...	213	125	83	80	68
Wheelock,	10	...	...	...	12	...	1	188	114	55	75	63
Totals,	161	35	5	...	211.93	5	8	4,620	3,114	1,898	1,834	1,386

STATISTICS BY TOWNS—CALEDONIA COUNTY.

TABLE NO. 14--Continued.

Towns.	Total No. of children between 5 and 30 years of age.	No. of persons between 5 and 30 years of age attending common schools.	No. of terms of school during the year.	No. of terms with an average daily attendance of not more than 5 pupils.	No. of terms with an average daily attendance of 5 to 10 pupils.	No. of terms with an average daily attendance of 10 to 15 pupils.	No. of terms with an average daily attendance of 15 to 20 pupils.	Average daily attendance in all the schools.	No. of resident pupils attending academies, seminaries, or private schools in town.	No. of non-resident pupils attending academies, seminaries, or private schools in town.	Total number attending schools of any kind in town.
Barnet,	532	537	34	..	3	16	8	18	70	30	637
Burke,	293	283	24	1	4	11	2	17	22	5	310
Danville,	...	...	...	...	...	...	...	...	...	...	...
Groton,	333	238	19	1	7	7	5	16	45	29	312
Hardwick,	329	309	25	1	5	12	7	15.5	51	...	360
Kirby,	98	97	13	...	5	3	2	10.5	...	...	97
Lyndon,	554	467	33	2	3	...	2	22	40	100	607
Newark,	162	134	19	3	6	7	3	11	...	...	134
Peacham,	261	218	21	...	11	4	2	13.5	45	58	321
Ryegate,	261	253	21	...	3	7	5	15.5	...	...	253
St. Johnsbury,	1,198	1,126	68	3	10	7	5	24.5	150	75	1,251
Sheffield,	263	386	18	...	4	5	6	12.7	...	...	386
Stannard,	54	61	4	...	...	1	2	16.67	...	...	90
Sutton,	219	266	23	...	3	4	4	16	...	...	266
Walden,	280	263	23	2	3	7	6	14.25	...	...	263
Waterford,	231	216	31	3	20	6	2	9	...	...	216
Wheelock,	233	198	20	...	4	9	7	14.33	...	...	198
Totals,	5,301	5,052	396	16	91	100	68	245.75	423	297	5,701

STATISTICS BY TOWNS—CALEDONIA COUNTY.

TABLE NO. 14--Continued.

TOWNS.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole number of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole number of teachers employed.
Barnet,	219	195	414	17	24.35	24	390	2	29	31
Burke,	161	90	259	11	22.82	24	227	2	13	15
Danville,	...	...	...	...	...	...	...	...	...	...
Groton,	142	54	196	18	21.78	42	154	4	10	14
Hardwick,	209.5	74	283.5	13	24	23	260.5	2	20	22
Kirby,	118	42	160	6	26.67	12	148	1	8	9
Lyndon,	235.5	92 5	328	15	21	44	284	3	22	25
Newark,	141	20	197	9	19.89	10	187	1	15	16
Peacham,	118	113	231	10	23.1	51	180	5	14	19
Ryegate,	175.3	74.7	250	10	25	33	217	3	12	15
St. Johnsbury,	480	222	702	26	27	69	633	4	41	45
Sheffield,	141.75	44 25	186	9	20.67	10	176	1	16	17
Stannard,	...	...	48	2	48	...	48	...	4	4
Sutton,	167	58	225	11	20	...	225	...	16	16
Walden,	185	57	242	11	22	21	221	2	16	18
Waterford,	200	132	332	15	22	...	332	...	21	21
Wheelock,	165.5	28.5	194	9	21.56	10	184	1	12	13
Totals,	2,858.55	1,296.95	4,247.5	192	Av. 22.12	373	3,866.5	31	269	300

STATISTICS BY TOWNS—CALEDONIA COUNTY.

TABLE NO. 14--Continued.

TOWNS.	No. of teachers who had not taught before.	No. of teachers who had taught before.	No. of teachers who had taught before in the same district.	No. of teachers who had attended a Vermont Normal School.	No. of teachers holding Normal School certificates.	No. of teachers holding institute certificates.	No. of teachers who taught without certificates.	No. of teachers who "boarded around."	No. of teachers who left their schools before the close of their engagements.	No. of teachers examined by Superintendent.	No. of teachers who passed the examination.	No. of teachers examined at the regular spring and fall examinations.	No. of teachers' certificates granted by Superintendent.	No. of teachers' certificates annulled by Superintendent.
Barnet,	7	24	8	3	...	...	...	18	...	30	25	27	25	...
Burke,	1	14	3	1	1	...	...	9	1	17	13	9	14	...
Danville,	...	...	...	...	...	...	3	...	...	...	...	...	...	...
Groton,	5	15	7	1	1	2	...	7	3	20	18	13	18	...
Hardwick,	2	16	...	1	...	...	1	8	3	17	3	6	17	...
Kirby,	2	7	2	...	...	...	1	8	1	8	7	5	8	...
Lyndon,	4	21	8	...	...	...	...	5	2	12	9	3	12	...
Newark,	2	14	1	...	...	...	1	15	2	14	2	6	14	...
Peacham,	4	15	2	...	...	...	...	8	1	29	29	27	33	...
Ryegate,	3	12	1	1	...	...	...	12	2	15	15	6	15	...
St. Johnsbury,	8	37	17	2	3	1	...	5	2	31	28	19	38	...
Sheffield,	5	12	2	...	...	1	...	5	4	11	6	6	16	...
Stannard,	1	3	1	...	...	...	1	...	...	4	4	2	4	...
Sutton,	2	14	4	...	...	2	...	2	1	17	16	15	16	...
Walden,	3	15	5	...	...	...	...	4	...	17	17	4	17	...
Waterford,	5	16	3	...	...	...	1	13	...	24	23	11	23	...
Wheelock,	4	9	...	...	...	...	...	3	1	13	2	6	13	...
Totals,	58	244	64	9	5	6	8	122	23	279	217	165	283	...

STATISTICS BY TOWNS-CALEDONIA COUNTY.

TABLE NO. 14--Continued.

TOWNS.	No. of cases of tardiness.	No. of cases of dismissal before close of session.	No. of pupils having no absences.	No. of visits by Superintendent.	No. of visits by Prudential Committees.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school-houses.	No. of school-houses in good condition.	No. of school-houses unfit for their purpose.	No. of school-houses with yards inclosed.
Barnet,	2,700	381	92	78	31	403	20.5	2	16	13	3	5
Burke,	1,443	266	42	31	6	134	20	.67	11	11	...	...
Danville,	...	...	...	...	...	...	...	...	...	...	...	...
Groton,	1,469	379	23	23	1	84	17	.67	8	4	4	1
Hardwick,	1,644	233	35	21	21	105	18	1	12	9	3	...
Kirby,	323	116	19	14	2	90	20	1	7	6	1	...
Lyndon,	873	198	115	34	24	394	17	3	15	11	2	4
Newark,	212	72	54	8	...	75	20	.33	9	4	4	...
Peacham,	897	102	76	39	13	234	19	.5	10	7	3	2
Ryegate,	1,197	201	68	30	18	249	19.3	1.4	10	8	2	...
St. Johnsbury,	2,826	456	222	121	75	794	16	2.07	18	17	1	4
Sheffield,	467	96	37	31	10	142	19	.17	9	6	3	...
Stannard,	217	37	6	7	1	45	19.55	1.25	2	1	1	...
Sutton,	1,550	52	33	19	4	127	21	1	10	5	5	...
Walden,	660	101	21	29	14	110	17.75	1	12	7	4	...
Waterford,	695	119	52	38	9	198	16.5	1	15	10	5	...
Wheelock,	998	184	23	20	9	88	13.44	.56	10	4	3	2
Totals,	18,171	2,993	918	543	238	3,272	Av.18	16.72	174	123	44	18

STATISTICS BY TOWNS—CALEDONIA COUNTY.

TABLE NO. 14--Continued.

TOWNS.	No. of school-houses with wood-houses.	No. of school-houses built within the last 3 years.	No. of school-houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school-houses properly ventilated.	No. of districts owning Unabridged Dictionary.	No. of districts owning Globes	No. of districts owning wall maps.	No. of school-houses without suitable black-boards.	No. of school-houses without clocks.	No. of school-houses without thermometers.
Barnet,	14	1	...	...	16	11	5	6	4	...	16	16
Burke,	10	1	...	...	11	1	...	1	...	2	10	11
Danville,	...	...	...	...	...	...	...	...	...	...	...	...
Groton,	4	1	...	...	8	3	...	2	...	3	8	8
Hardwick,	12	3	...	...	12	...	8	1	1	5	11	12
Kirby,	7	...	...	...	7	...	...	...	2	2	7	7
Lyndon,	12	4	...	1	14	9	1	2	2	3	13	13
Newark,	4	1	...	...	9	...	...	...	...	5	9	9
Peacham,	8	...	...	...	10	8	...	1	1	1	9	10
Ryegate,	10	...	...	...	10	...	1	2	1	...	9	10
St. Johnsbury,	12	4	...	1	17	6	3	5	3	2	12	14
Sheffield,	7	...	...	...	9	...	...	...	...	3	9	9
Stannard,	2	1	...	...	2	2	...	...	...	1	1	2
Sutton,	8	2	...	...	10	...	...	...	...	...	10	10
Walden,	11	2	...	...	12	4	...	...	...	...	11	12
Waterford,	13	1	...	...	15	8	...	...	8	...	13	15
Wheelock,	7	2	...	...	10	3	...	...	1	2	10	9
Totals,	141	23	...	2	172	55	18	20	18	20	158	167

STATISTICS BY TOWNS—CALEDONIA COUNTY.

TABLE NO. 14--Continued.

TOWNS.	Wages of male teachers, exclusive of board.	Wages of female teachers, exclusive of board.	Cost of board of teachers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for incidental.	Superintendent's bill against the State.
Barnet,	\$ 117.00	\$1,362.75	\$1,026.00	\$2,505.75	\$232.51	\$ 9.27	\$135.51	\$39.00
Burke,	155.00	656.00	578.85	1,389.85	112.21	37.00	23.28	21.50
Danville,	.....	.....	.....	.....	.....	.....	.....	.....
Groton.	205.50	446.50	471.24	1,123.24	93.58	1.17	.....	29.00
Hardwick,	185.00	930.62	635.55	1,751.17	95.12	11.12	74.90	40.00
Kirby,	60.00	501.00	325.20	886.20	66.37	.....	10.50	15.60
Lyndon,	358.00	1,091.60	932.41	2,382.01	218.59	643.30	108.77	40.00
Newark,	50.00	495.75	462.97	1,008.72	1,008.72	31.28	5.89	16.00
Peacham,	192.50	510.00	571.03	1,273.53	122.38	15.60	35.19	28.50
Ryegate,	195.28	770.20	669.50	1,634.98	115.89	4.35	24.03	29.00
St. Johnsbury,	1,188.00	3,207.50	2,232.80	6,628.30	742.05	120.75	693.81	47.00
Sheffield,	65.00	509.04	291.95	865.99	75.71	14.25	8.03	27.00
Stannard,	.....	159.00	70.80	229.80	.....	3.00	1.38	8.00
Sutton,	.....	705.00	475.00	1,180.00	102.00	2.00	6.00	30.00
Walden,	112.00	660.00	427.00	1,199.00	104.00	9.25	29.50	27.00
Waterford,	.....	1,060.50	814.00	1,874.50	168.75	.40	40.74	35.50
Wheelock,	50.00	519.50	348.34	917.84	95.88	1.00	12.79	25.00
Totals,	\$2,933.28	\$13,584.96	\$10,332.64	\$26,850.88	\$3,353.76	\$903.74	\$1,210.32	\$458.10

STATISTICS BY TOWNS—CALEDONIA COUNTY.

TABLE NO. 14--Concluded.

Towns.	Amount voted to be paid Superintendent by town.	Amount paid Superintendent for examination of teachers.	Cost of new school houses.	Cost of repairing school-houses.	Amount of public money distributed in March, 1871.	Amount raised on the Grand list by districts.	Amount raised on the Grand list by towns.	Highest rate per cent raised on the Grand list by any district for school purposes.	Lowest rate per cent raised on the Grand list by any district for school purposes.	Estimated cash value of school-houses and school-grounds.
Barnet,	\$39.00	\$2.00	\$ 40.00	\$241.67	\$1,068.65	\$2,696.41	\$705.15	...	...	\$10,500
Burke.	.....	.....	.....	19.62	456.24	1,24.00	328.85	70	9	9,000
Danville,	.....	.....	.....	.....	.....	.....	.....	...	...	.....
Groton,	.....	2.50	.....	7.75	.....	1,042.49	190.00	125	14	8,350
Hardwick,	.....	1.00	.....	229.50	577.63	1,149.10	.....	...	...	9,000
Kirby,	7.00	1.00	.....	31.14	279.00	683.45	.....	42	28	2,100
Lyndon,	.....	...	11,150.00	63.44	874.72	6,888.83	881.41	40	15	21,950
Newark,	.....	...	281.10	52.75	86.94	839.52	142.72	...	...	.....
Peacham,	.....	.....	.....	248.60	580.39	959.94	380.43	90	7	4,800
Ryegate,	...	2.00	.....	10.95	.....	.....	1,321.90	60	30	3,500
St. Johnsbury,	100.00	2.00	4,475.00	291.00	2,294.27	8,863.40	2,214.54	60	10	50,000
Sheffield,	.....	1.00	.....	1.41	246.04	793.47	.....	74	14	2,000
Stannard,	.....	1.00	487.00	8.00	89.61	717.66	.....	...	...	1,200
Sutton,	.....	1.00	.....	45.00	.....	1,110.00	.....	40	20	3,000
Walden,	.....	4.00	300.00	17.25	330.00	905.50	161.58	42	20	4,515
Waterford,	.....	.....	.....	186.31	479.29	1,669.12	.....	70	12	6,000
Wheelock,	.....	1.50	.....	8.62	185.00	1,014.00	.....	50	...	4,000
Totals,	\$146.00	\$19.00	\$10,533.10	\$1,462.71	\$6,497.78	\$80,657.19	\$6,326.58	...	...	\$139,915

STATISTICS BY TOWNS—CHITTENDEN COUNTY.

TABLE NO. 15--CHITTENDEN COUNTY.
Statistics Compiled from Reports of Town Superintendents for the year ending March 31, 1872.

TOWNS.	No. of organized school districts.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts voting to have no schools.	Average No. of voters attending school district meetings.	No. of permanent select or private schools.	No. of districts failing to file registers.	No. of families.	No. of families having children under 20 years of age.	No of children between 5 and 10 years of age.	No. of children between 10 and 15 years of age.	No. of children between 15 and 20 years of age.
Bolton,	6	2	1	1	80	...	1	146	117	88	72	48
Burlington,	...	...	...	...	...	3	...	1,923	1,462	1,049	990	892
Charlotte,	14	...	...	...	10	1	...	283	93	139	184	105
Colchester,	11	4	1	1	20	1	...	822	654	510	540	448
Essex,	...	...	...	...	...	...	...	469	322	243	213	199
Hinesburgh,	...	...	...	...	...	...	...	336	230	178	181	151
Huntington,	8	...	...	...	13	...	...	190	136	74	89	77
Jericho,	...	1	...	...	...	...	...	371	286	169	172	191
Milton,	13	4	...	...	11.25	...	3	402	295	230	210	154
Richmond,	...	...	...	...	...	...	...	...	...	...	...	...
St George,	...	...	...	...	...	...	...	...	...	...	...	...
Shelburne,	7	...	...	...	15	...	1	2.2	175	119	110	78
So. Burlington,	6	1	1	1	12.6	...	...	147	109	76	85	85
Underhill,	12	2	1	...	15	...	...	343	256	196	175	134
Westford,	10	3	1	...	18	...	4	249	143	113	125	135
Williston,	11	1	1	...	12	1	...	277	192	156	126	97
Totals,	98	19	6	3	206.1	6	9	6,180	4,482	3,340	3,272	2,794

STATISTICS BY TOWNS—CHITTENDEN COUNTY.

TABLE NO. 15--Continued.

TOWNS.	Total No. of children between 5 and 20 years of age.	No. of persons between 5 and 20 years of age attending common schools.	No. of terms of school during the year.	No. of terms with an average daily attendance of not more than 5 pupils.	No. of terms with an average daily attendance of 5 to 10 pupils.	No. of terms with an average daily attendance of 10 to 15 pupils.	No. of terms with an average daily attendance of 15 to 20 pupils.	Average daily attendance in all the schools.	No. of resident pupils attending academies, seminaries, or private schools in town.	No. of non-resident pupils attending academies, seminaries, or private schools in town.	Total number attending schools of any kind in town.
Bolton.	197	173	12	...	...	2	2	18	20	8	201
Burlington.	2,931	1,100	50	...	...	3	...	33 61	...	...	...
Charlotte.	428	304	30	...	...	14	13	14.5	25	...	329
Colchester.	1,498	654	38	...	...	6	7	21.17	200	...	854
Essex	655	512	24	...	...	6	4	21.27	...	...	512
Hinesburgh.	510	393	40	...	...	12	10	17.33	...	7	400
Huntington.	240	120	18	...	...	1	1	16 7	...	...	120
Jericho.	592	348	36	...	...	6	8	22.5	...	...	343
Milton.	594	366	32	...	...	6	12	16	24	...	390
Richmond.	...	...	...	...	...	...	...	...	...	...	...
St. George.	...	...	...	...	...	...	...	...	...	...	...
Shelburne.	307	281	19	...	...	6	12	18.5	...	...	281
So. Burlington.	426	163	9	...	...	4	1	19.2	...	...	163
Underhill.	505	456	26	...	...	4	17	12	50	16	522
Westford.	374	297	21	...	...	5	11	14	65	...	294
Williston.	379	256	22	...	...	12	1	19.7	30	12	298
Totals.	9,406	6,418	377	4	31	87	99	268 95	414	43	4,707

STATISTICS BY TOWNS—CHITTENDEN COUNTY.

TABLE NO. 15--Continued.

TOWNS.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole number of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole number of teachers employed.
Bolton,	122	22	144	6	24	11	133	1	7	8
Burlington,	610	...	623	21	36	53	570	3	38	41
Charlotte,	241	126	367	14	26.75	69	298	6	17	23
Colchester,	362	108.5	470.5	16	29.41	59	411.5	3	24	27
Essex,	...	...	276	11	25.1	33	243	1	17	18
Hinesburgh,	...	...	354.5	14	25.33	58.73	302.75	5	19	24
Huntington,	108	76	194	8	24 12	21	173	2	13	15
Jericho,	...	...	326	12	27.17	56	270	5	16	21
Milton,	180.5	131.5	372	14	24.8	49	323	4	22	26
Richmond.	...	...	...	...	...	...	...	...	...	...
St. George,	...	...	...	...	...	...	...	...	...	...
Shelburne,	97	130	227	8	28.37	31	196	3	13	16
So. Burlington,	77	54	131	5	26.2	47	84	3	6	9
Underhill.	214 25	82.75	365	15	24	119	246	8	14	22
Westford,	180	50	230	11	21	43	187	4	15	19
Williston,	201	84	285	10	28.5	38	247	2	14	19
Totals,	2,392.75	874.75	4,365	165	Av. 26.45	687 73	3,684.25	50	238	288

STATISTICS BY TOWNS—CHITTENDEN COUNTY.

TABLE NO. 15--Continued.

TOWNS.	No. of teachers who had not taught before.	No. of teachers who had taught before.	No. of teachers who had taught before in the same district.	No. of teachers who had attended a Vermont Normal School.	No. of teachers holding Normal School certificates.	No. of teachers holding Institute certificates.	No. of teachers who taught without certificates.	No. of teachers who "boarded around."	No. of teachers who left their schools before the close of their engagements	No. of teachers examined by Superintendent.	No. of teachers who passed the examination.	No. of teachers examined at the regular spring and fall examinations.	No. of teachers' certificates granted by Superintendent.	No. of teachers' certificates annulled by Superintendent.
Bolton,	2	6	5	3	1	1	...	...	1	6	6	3	6	...
Burlington,	2	39	18	2	2	6	...	...	...	...	...	...	...	...
Charlotte,	6	17	5	...	...	...	1	11	...	20	15	9	22	...
Colchester,	5	22	7	7	4	...	...	...	3	20	12	10	23	...
Essex,	1	17	...	...	...	...	...	...	1	15	...	...	...	...
Hinesburgh,	3	21	10	...	...	1	...	...	2	21	21	15	21	...
Huntington.	2	13	3	...	...	...	...	7	1	15	15	2	15	1
Jericho,	3	18	8	8	6	1	...	...	...	14	14	7	14	...
Milton,	5	21	5	3	1	2	...	9	1	25	18	5	23	...
Richmond,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
St. George,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Shelburne,	4	12	6	...	...	...	...	...	3	20	20	13	20	...
So. Burlington,	2	7	4	3	...	...	1	1	1	8	5	3	8	...
Underhill,	7	15	4	7	...	...	...	8	...	18	17	7	17	...
Westford,	5	14	4	5	3	1	...	6	1	15	15	7	15	...
Williston,	2	17	5	...	...	...	...	1	1	19	19	11	19	...
Totals,	49	239	84	38	21	15	2	43	15	216	177	92	203	1

STATISTICS BY TOWNS—CHITTENDEN COUNTY.

TABLE NO. 15--Continued.

TOWNS.	No. of cases of tardiness.	No. of cases of dismissal before close of session.	No. of pupils having no absences.	No. of visits by Superintendent.	No. of visits by Prudential Committee.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school-houses.	No. of school houses in good condition.	No. of school-houses unit for their purpose.	No. of school-houses with yards inclosed.
Bolton.	1,229	167	28	20	6	82	22	1	7	4	2	1
Burlington.	6,204	1,108	...	93	40	267	12	78	9	...	...	9
Charlotte.	2,775	510	53	14	11	176	17	1	14	9	5	1
Colchester.	3,513	338	118	44	16	145	17.33	1.87	14	11	2	1
Essex.	2,378	...	...	...	...	...	...	...	12	...	...	...
Hinesburgh.	4,829	435	87	54	9	173	17	1.25	14	11	3	2
Huntington.	1,444	154	13	16	1	96	15.6	.61	8	6	2	1
Jericho.	2,055	262	124	50	...	146	15	1	12	8	4	2
Milton.	5,469	712	48	20	7	109	18.12	.25	14	8	6	2
Richmond.	...	...	...	...	...	...	...	...	...	...	...	...
St. George.	...	...	...	...	...	...	...	...	...	...	...	...
Shelburne.	2,562	200	32	9	6	68	18	2	9	5	3	...
So. Burlington.	1,065	138	8	14	7	44	20.6	1.2	5	4	...	...
Underhill.	4,015	477	27	35	7	172	41	1	14	9	4	2
Westford.	2,920	1	31	27	9	171	22	3.64	12	7	2	...
Williston.	2,387	313	16	30	6	179	20.5	.8	11	10	1	3
Totals.	42,845½	4,815	585	426	125	1,828	Av.20	93.62	155	92	34	24

STATISTICS BY TOWNS—CHITTENDEN COUNTY.

TABLE NO. 15--Continued.

TOWNS.	No. of school-houses with wood-houses.	No. of school-houses built within the last 5 years.	No. of school houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school houses properly ventilated.	No. of districts owning Unabridged Dictionaries.	No. of districts owning Globes.	No. of districts owning wall maps.	No. of school-houses without suitable black-boards.	No. of school-houses without clocks.	No. of school houses without thermometers.
Bolton,	6	1	...	...	7	3	...	...	1	2	6	6
Burlington,	9	1	...	8	1	2	4	8	3	...	...	...
Charlotte,	10	1	1	4	9	...	...	2	2	13	14	14
Colchester,	12	1	...	2	12	...	...	1	2	7	9	13
Essex,	12	1	1	1	12	...	...	1	2	...	12	12
Hinesburgh,	12	1	...	1	13	8	2	2	...	3	13	14
Huntington,	6	...	...	...	8	2	...	...	...	1	8	8
Jericho,	12	1	...	3	9	3	8	2	1	...	12	12
Milton,	8	...	...	7	7	3	1	...	1	3	14	14
Richmond,	...	...	...	...	...	...	...	...	...	...	...	...
St. George,	...	...	...	...	...	...	...	...	...	...	...	...
Shelburne,	6	3	...	...	9	...	1	1	...	...	8	8
So. Burlington,	5	...	...	4	1	3	...	4	...	1	4	5
Underhill,	7	1	...	...	14	8	...	...	...	2	14	14
Westford,	12	...	1	1	10	2	...	1	2	...	10	12
Williston,	10	...	...	2	9	...	...	4	...	...	9	11
Totals,	127	11	8	83	21	46	16	32	22	82	183	143

APPENDIX TO SECRETARY'S REPORT.

STATISTICS BY TOWNS—CHITTENDEN COUNTY.

TABLE NO. 15--Continued.

TOWNS.	Wages of male teachers, exclusive of board.	Wages of female teach- ers, exclusive of board.	Cost of board of teach- ers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for incl- identals.	Superintendent's bill against the State.
Bolton,	\$ 75.00	\$ 544.00	\$ 321.67	\$ 940.67	\$ 91.90	\$ 2.25	\$ 4.35	\$16.00
Burlington,	.....	.....	.....	9,650.35	740.00	1,237.00	345.82	.....
Charlotte,	406.50	928.00	572.36	1,906.86	219.75	25.00	27.25	18.00
Colchester,	931.50	1,682.00	1,239.50	3,853.00	311.00	450.78	131.80	20.25
Essex,	540.00	1,457.10	.....	2,057.10	121.54	.....	34.00	30.00
Hinesburgh,	606.40	1,824.40	.....	2,430.80	257.17	.....	.....	17.00
Huntington,	147.25	599.00	359.20	1,105.45	91.50	.....	15.70	20.00
Jericho,	280.00	923.00	862.00	2,065.00	135.00	5.00	54.00	27.00
Milton,	340.50	958.00	722.30	2,020.80	218.52	2.90	37.33	35.00
Richmond,	.....	.....	.....	.....	.....	.....	.....	.....
St. George,	.....	.....	.....	.....	.....	.....	.....	.....
Shelburne,	170.50	775.48	473.10	1,419.08	168.75	6.00	29.75	17.00
So. Burlington,	328.00	292.50	349.00	969.50	102.63	27.50	74.79	16.00
Underhill,	577.50	575.00	740.00	1,892.50	158.50	5.50	47.92	30.00
Westford,	320.00	540.00	415.00	1,275.00	167.00	30.00	60.00	25.00
Williston,	400.00	713.00	622.00	1,735.00	182.95	22.17	48.30	20.00
Totals,	\$5,123.15	\$11,811.48	\$6,676.13	\$33,321.11	\$2,966.21	\$1,815.00	\$911.01	\$291.25

STATISTICS BY TOWNS—CHITTENDEN COUNTY.

TABLE NO. 15--Concluded.

TOWNS.	Amount voted to be paid Superintendent by town.	Amount paid Superin- tendent for examina- tion of teachers.	Cost of new school- houses.	Cost of repairing school- houses.	Amount of public mon- ey distributed in March, 1871.	Amount raised on the 8 and list by districts.	Amount raised on the Grand list by towns. for school purposes.	Highest rate per cent raised on the Grand list by any district for school purposes.	Lowest rate per cent raised on the Grand list by any district, for school purposes.	Estimated cash value of school - houses and school grounds.
Bolton.	...	\$2.00	...	\$ 14.00	\$ 146.02	\$ 938.00	...	133	35	\$ 2,300
Burlington,	\$1,000.00	...	\$3,084.15	2,501.00	1,965.12	...	\$14,958.63	40	...	73,300
Charlotte,	...	2.00	...	355.89	699.00	1,503.35	...	45	03	6,000
Colchester,	50.00	1.00	495.00	507.81	1,008.53	5,023.67	...	60	15	6,925
Faxon,	...	...	...	...	...	...	2,400.00	...	...	4,200
Hinesburgh,	...	.50	...	96.34	563.82	...	2,612.38	...	...	3,500
Huntington,	...	2.00	...	2.50	328.95	504.35	191.90	100	10	1,200
Jericho,	...	...	...	73.00	834.48	...	2,200.00	30	30	4,293
Milton.	...	6.00	...	80.10	825.39	1,108.22	441.79	35	114	4,750
Richmond,	...	...	...	...	...	...	...	...	...	...
Ft. George,	...	...	...	...	...	...	...	...	...	...
Shelburne,	...	2.00	97.00	55.00	1,000.00	695.00	1,060.00	20	12	4,200
So Burlington,	13.00	1.00	...	132.53	407.27	1,562.61	290.90	100	18	4,000
Underhill,	...	2.00	544.12	83.76	460.00	1,939.57	160.21	...	...	5,000
Westford,	...	...	...	150.00	394.00	1,003.00	160.00	60	17	6,000
Williston,	...	3.00	...	26.08	178.21	1,578.88	360.10	40	8	3,000
Totals,	\$1,063.00	\$21.50	\$32,210.27	\$4,078.01	\$8,811.19	\$25,206.65	\$24,825.91			\$134,682

STATISTICS BY TOWNS—ESSEX COUNTY.

TABLE NO. 16--ESSEX COUNTY.
Statistics Compiled from Reports of Town Superintendents for the year ending March 31, 1872.

TOWNS.	No. of organized school districts.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts voting to have no schools.	Average No. of voters attending school district meetings.	No. of permanent select or private schools.	No. of districts failing to file registers.	No. of families.	No. of families having children under 20 years of age.	No. of children between 5 and 10 years of age.	No. of children between 10 and 15 years of age.	No. of children between 15 and 20 years of age.
Bloomfield,	4	...	...	...	9	...	...	105	77	66	59	34
Brighton,	7	...	1	1	11	...	1	285	223	188	148	38
Brunswick,	4	...	1	1	7	...	...	26	18	...	...	...
Canaan,	5	...	...	...	10	...	...	95	63	44	43	30
Concord,	12	3	2	1	10	...	...	323	218	128	136	104
East Haven,	3	...	...	...	11.66	...	...	45	38	23	23	16
Granby,	2	1	...	...	12	...	...	32	25	22	17	19
Guildhall,	6	1	1	...	7	...	2	92	82	25	42	41
Lemington,	4	1	...	...	7	...	1	33	25	17	15	5
Lunenburg,	8	...	...	...	12	...	...	232	160	104	96	81
Maidstone,	5	1	...	...	7	...	2	25	20	9	9	6
Victory,	6	1	...	...	8	...	...	61	52	41	29	25
Totals,	66	9	5	2	111.66	...	6	1,354	1,001	667	617	449

STATISTICS BY TOWNS—ESSEX COUNTY.

TABLE NO. 16--Continued.

Towns.	Total No. of children between 5 and 30 years of age.	No. of persons between 5 and 30 years of age attending common schools.	No. of terms of school during the year.	No. of terms with an average daily attendance of not more than 3 pupils.	No. of terms with an average daily attendance of 5 to 10 pupils.	No. of terms with an average daily attendance of 10 to 15 pupils.	No. of terms with an average daily attendance of 15 to 30 pupils.	Average daily attendance in all the schools.	No. of resident pupils attending academies, seminaries, or private schools in town.	No. of non-resident pupils attending academies, seminaries, or private schools in town.	Total number attending schools of any kind in town.
Bloomfield,	159	141	9	...	...	...	4	24	...	...	141
Brighton,	424	316	13	...	...	3	2	24.7	...	...	336
Brunswick,	41	43	4	...	...	4	...	9.5	...	...	46
Canan,	117	110	10	...	...	2	1	16	...	10	145
Concord,	368	350	30	...	...	14	4	17	...	...	350
East Haven,	62	55	6	...	...	2	1	33.75	...	...	55
Granby,	58	45	3	...	...	...	...	16	...	...	45
Gulldhall,	108	67	9	...	...	3	1	10.1	...	15	112
Lemington,	37	63	7	...	...	2	...	8	...	...	63
Lunenburgh,	283	231	18	...	...	2	3	18	...	...	231
Maldstone,	37	39	7	...	...	1	...	7	...	...	42
Victory,	95	73	10	...	...	2	2	11	...	...	75
Totals,	1,789	1,538	126	4	42	35	18	195.05	75	25	1,649

APPENDIX TO SECRETARY'S REPORT.

23

STATISTICS BY TOWNS—ESSEX COUNTY.

TABLE NO. 16--Continued.

TOWNS.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole number of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole number of teachers employed.
Bloomfield,	50	33	83	4	20.75	...	83	...	9	9
Brighton,	174	16	190	8	23.67	46	144	4	11	15
Brunswick,	43	...	48	4	10.75	...	43	...	3	3
Canaan,	62.5	37.5	100	5	20	10	90	1	8	9
Concord,	227	91	318	15	21.2	50	268	4	22	26
East Haven,	41	23	64	6	10.67	...	64	...	5	5
Granby,	21	9	30	2	10	...	30	...	3	3
Guildhall,	52	36	88	9	9.78	8	80	1	7	8
Lemington,	40	30	70	4	17.5	...	70	...	5	5
Lunenburg,	132	38	190	9	21.11	34	156	3	11	14
Maidstone,	57	10	67	4	16.75	...	67	...	8	8
Victory,	88	20	108	6	16	...	108	...	9	9
Totals,	987.5	363.5	1,951	76	Av. 17.78	148	1,203	18	101	114

STATISTICS BY TOWNS—ESSEX COUNTY.

TABLE NO. 16--Continued.

TOWNS.	No. of teachers who had not taught before.	No. of teachers who had taught before.	No. of teachers who had taught before in the same district.	No. of teachers who had attended a Vermont Normal School.	No. of teachers holding Normal School certificates.	No. of teachers holding institute certificates.	No. of teachers who taught without certificates.	No. of teachers who "boarded around."	No. of teachers who left their schools before the close of their engagements.	No. of teachers examined by Superintendent.	No. of teachers who passed the examination.	No. of teachers examined at the regular spring and fall examinations.	No. of teachers' certificates granted by Superintendent.	No. of teachers' certificates annulled by Superintendent.
Bloomfield,	...	6	1	...	...	...	...	...	...	6	6	3	6	...
Brighton,	3	12	2	...	...	...	...	...	...	15	9	2	15	...
Brunswick,	...	3	...	...	...	...	...	3	1	5	4	...	4	...
Canaan,	2	7	4	...	...	...	...	...	...	9	7	...	9	...
Concord,	5	21	3	...	2	...	...	11	1	25	24	18	24	1
East Haven,	1	4	1	...	...	...	...	1	...	5	5	1	6	...
Granby,	...	3	1	...	...	...	...	...	...	4	4	1	4	...
Guildhall,	2	6	3	...	1	...	...	5	1	10	6	4	6	1
Lemington,	1	4	1	...	...	...	...	2	1	6	5	2	5	...
Lunenburg,	2	12	4	...	1	...	...	6	...	13	18	5	13	...
Maldstone,	2	4	2	...	...	...	...	4	...	8	8	3	8	...
Victory,	3	6	...	2	...	...	...	...	1	9	8	4	9	1
Totals,	21	88	22	2	...	4	...	82	6	120	99	47	104	8

STATISTICS BY TOWNS—ESSEX COUNTY.

TABLE NO. 16--Continued.

TOWNS.	No. of cases of tardiness.	No. of cases of dismissal before close of session.	No. of pupils having no absences.	No. of visits by Superintendent.	No. of visits by Prudential Committees.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school-houses.	No. of school-houses in good condition.	No. of school-houses unfit for their purpose.	No. of school-houses with yards inclosed.
Bloomfield,	524	85	28	8	...	42	24	.75	4	3	1	...
Brighton,	3,807	171	36	32	3	95	18,62	2	7	6	1	...
Brunswick,	339	38	...	2	...	8	16	1	3	1	2	...
Canaan,	338	71	16	14	...	8	...	2	...	2	3	...
Concord,	1,739	255	66	46	8	220	17	.9	15	12	3	3
East Haven,	480	55	3	6	2	38	22.8	...	3	3	...	3
Granby,	326	28	3	5	1	15	18.75	...	2	1	1	...
Guildhall,	612	68	6	5	2	17	17.33	.22	6	5	1	...
Lemington,	132	26	12	7	5	11	13	1	4	2	1	...
Lunenburg,	1,172	243	50	29	11	84	25	1.56	8	5	3	...
Maidstone,	224	40	7	14	2	13	15	...	4	2	...	...
Victory,	499	56	13	23	8	21	16	3	4	3	1	...
Totals,	10,132	1,176	240	191	42	572	Av.19	12.48	65	45	17	6

APPENDIX TO SECRETARY'S REPORT.

STATISTICS BY TOWNS—ESSEX COUNTY.

TABLE NO. 16--Continued.

TOWNS.	No. of school-houses with wood-houses.	No. of school-houses built within the last 5 years.	No. of school-houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school-houses properly ventilated.	No. of districts owning Unabridged Dictionaries.	No. of districts owning Globes.	No. of districts owning wall maps.	No. of school-houses without suitable blackboards.	No. of school-houses without clocks.	No. of school-houses without thermometers.
Bloomfield,	2	1	..	..	4	..	..	..	..	..	4	4
Brighton,	7	..	..	..	7	7	..	..	..	..	7	7
Brunswick,	1	..	..	..	3	..	..	..	..	..	3	3
Canaan	3	1	..	..	5	1	..	..	..	2	5	5
Concord,	14	2	..	..	15	8	8	4	10	10	11	15
East Haven,	3	1	..	..	3	3	..	..	..	..	3	3
Granby,	2	..	..	..	2	2	..	..	..	..	2	2
Guildhall,	5	..	..	..	6	1	1	..	..	1	6	6
Lemington,	3	..	..	..	4	2	..	..	..	2	4	4
Lunenburg,	6	3	..	..	8	6	..	..	1	3	8	8
Maidstone,	1	1	..	..	4	..	..	..	..	2	4	4
Victory,	2	1	..	..	4	2	..	..	..	1	4	4
Totals,	49	10	...	...	65	82	4	4	11	21	61	65

STATISTICS BY TOWNS—ESSEX COUNTY.

TABLE NO. 16--Continued.

TOWNS.	Wages of male teachers exclusive of board.	Wages of female teachers exclusive of board.	Cost of board of teachers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for incidental expenses.	Superintendent's bill against the State.
Bloomfield,	.....	\$ 300.34	\$128.85	\$ 429.19	\$ 32.79	.....	\$ 4.35	\$19.70
Brighton,	\$402.00	460.00	619.40	1,481.40	135.17	\$ 1.00	59.52	28.00
Brunswick,	.....	139.25	129.00	268.25	25.00	2.00	.....	7.00
Canaan,	50.00	280.00	165.00	495.00	62.55	2.00	25.50	13.00
Concord,	383.00	930.25	777.60	2,090.85	159.25	30.00	54.59	29.00
East Haven,	229.00	204.00	433.00	866.00	21.75	.....	6.40	9.00
Granby,	.....	98.00	51.00	152.00	9.00	72	20	15.00
Guildhall,	60.00	256.00	150.00	466.00	48.00	.....	10.00	11.50
Lemington,	.....	170.00	85.00	255.00	6.45	.....	.....	8.00
Lunenburg,	228.50	571.00	441.36	1,240.86	114.58	3.00	7.80	25.00
Maidstone,	.....	184.00	146.00	330.00	20.00	.....	.....	11.50
Victory,	.....	180.00	228.00	408.00	37.00	80.00	13.00	15.00
Totals,	\$1,352.50	\$3,772.84	\$2,849.50	\$7,604.72	\$671.54	\$118.72	\$181.26	\$191.70

STATISTICS BY TOWNS—ESSEX COUNTY.

TABLE NO. 16--Concluded.

TOWNS.	Amount voted to be paid in aid of town.	Amount paid Superin- tendent for examina- tion of teachers.	Cost of new school houses.	Cost of repairing school houses.	Amount of public mon- ey distributed in March, 1871.	Amount raised on the Grand list by districts	Amount raised on the Grand list by towns. for school purposes.	Highest rate per cent raised on the Grand list by any district, for school purposes.	Lowest rate per cent raised on the Grand list, by any district, for school purposes.	Estimated cash value of school-houses and school-grounds.
Bloomfield,	..	...	...	\$ 1.00	\$ 238.51	\$ 319.17	\$171.94	100	16	\$ 2,000
Brighton,	..	\$5.00	...	22.00	224.35	1,680.99	223.95	140	45	3,700
Brunswick,	...	2.00	...	...	...	139.25	...	...	...	500
Canaan,	...	...	...	28.00	216.02	481.00	152.04	100	15	2,500
Concord,	\$24.00	3.00	...	352.70	552.00	1,776.34	480.18	105	25	3,900
East Haven,	...	...	...	20.70	65.00	...	362.18	...	174	1,000
Granby,	...	.50	...	.20	59.75	200.00	30.00	63	...	300
Guildhall,	...	.50	...	7.00	240.00	85.00	148.68	85	20	2,000
Lemington,	...	.50	...	...	90.00	94.00	...	30	14	500
Lunenburg,	9.50	1.50	...	51.69	93.12	726.11	62.08	65	15	3,080
Maldstone,	...	3.00	...	...	100.00	250.00	...	75	...	...
Victory,	...	2.00	...	43.00	91.00	410.00	...	107	35	1,500
Totals,	\$38.50	\$18.00	...	\$548.29	\$1,969.75	\$6,161.86	\$1,631.05			\$21,580

STATISTICS BY TOWNS—FRANKLIN COUNTY.

TABLE NO. 17--FRANKLIN COUNTY.
Statistics Compiled from Reports of Town Superintendents for the year ending March 31, 1872.

TOWNS.	No. of organized school districts.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts voting to have no schools.	Average No. of voters attending school district meetings.	No. of permanent select or private schools.	No. of districts falling to file registers.	No. of families.	No. of families having children under 20 years of age.	No of children between 5 and 10 years of age.	No. of children between 10 and 15 years of age.	No. of children between 15 and 20 years of age.
Bakersfield,	...	...	...	...	...	...	...	...	...	...	...	...
Berkshire,	14	...	1	...	9	...	...	324	236	170	147	135
Enosburgh,	12	2	...	...	15	...	...	410	355	239	237	166
Fairfax,	13	5	2	...	15	1	1	386	269	185	209	167
Fairfield,	24	3	...	...	6	...	2	386	289	297	270	239
Fletcher,	8	3	...	...	9	...	...	176	125	86	90	92
Franklin,	10	1	...	...	9	...	...	282	222	168	147	134
Georgia,	14	2	...	...	13.34	1	...	332	219	156	167	107
Highgate,	16	4	2	...	11.33	2	3	453	343	221	448	176
Montgomery,	9	2	...	...	14	...	...	323	324	175	145	140
Richford,	11	1	1	...	9.33	...	2	324	202	120	101	89
St. Albans,	...	...	...	...	...	...	...	...	...	...	...	...
Sheldon,	7	5	...	...	9	...	...	292	233	162	186	110
Swanton,	15	2	1	...	11	...	...	570	429	366	336	213
Totals,	153	30	7	3	130	4	8	4,258	3,246	2,345	2,483	1,768

STATISTICS BY TOWNS—FRANKLIN COUNTY.

TABLE NO. 17--Continued.

TOWNS.	Total No. of children between 5 and 20 years of age.	No. of persons between 5 and 20 years of age attending common schools.	No. of terms of school during the year.	No. of terms with an average daily attendance of not more than 5 pupils.	No. of terms with an average daily attendance of 5 to 10 pupils.	No. of terms with an average daily attendance of 10 to 15 pupils.	No. of terms with an average daily attendance of 15 to 20 pupils.	Average daily attendance in all the schools.	No. of resident pupils attending academies, seminaries, or private schools in town.	No. of non-resident pupils attending academies, seminaries, or private schools in town.	Total number attending schools of any kind in town.
Bakersfield,	475	615	25	1	7	3	6	16	46	...	661
Berkshire,	642	995	30	...	2	4	12	23	65	...	460
Enosburgh,	561	877	31	2	4	8	4	16.25	60	50	487
Fairfax,	806	860	48	...	...	22	16	15.5	...	...	860
Fairfield,	268	234	21	2	5	9	3	12.75	...	...	234
Fletcher,	449	368	29	...	4	6	2	19	...	...	368
Franklin,	421	336	26	1	5	5	9	24	25	12	373
Georgia,	645	462	33	...	11	6	5	17	100	10	572
Hightgate,	460	334	23	1	...	6	6	14.75	...	...	384
Montgomery,	344	317	18	...	...	7	5	20.1	50	50	417
Richford,	...	...	...	...	...	...	...	...	...	...	...
St. Albans,	458	362	22	...	1	3	2	21.2	...	...	362
Sheldon,	915	660	42	...	6	12	6	21	...	...	660
Swanton,	...	...	...	...	...	...	...	...	...	...	...
Totals,	6,444	5,320	848	7	45	91	76	221.85	846	122	5,788

STATISTICS BY TOWNS—FRANKLIN COUNTY.

TABLE NO. 17--Continued.

TOWNS.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole number of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole number of teachers employed.
Bakersfield,	202	77.75	323	13	25	76	247	7	18	25
Berkshire,	262	90	352	14	25	13	339	1	25	26
Enosburgh,	223	130	353	16	22.06	26	327	2	26	28
Fairfax,	384	192	576	24	24	60	516	5	31	36
Fairfield,	167.4	78	254.4	11	22.18	32	213.4	2	15	17
Fletcher,	176	112	288	11	24.56	48	240	4	12	17
Franklin,	192	159	351	15	25.07	59	292	5	15	20
Georgia,	226	168	394	17	24.35	62	332	5	25	30
Hightgate,	168	82	250	12	20.83	44	206	5	17	22
Montgomery,	176	56	232	10	23.2	24	208	2	18	20
Richford,	...	...	...	...	...	...	...	...	...	...
St. Albans,	161	141	302	12	25.16	24	278	2	18	20
Sheldon,	326	186	512	17	26.24	101	411	8	24	32
Totals,	2,663.4	1,471.75	4,187.4	172	Av. 24.35	561	3,609.4	48	244	293

STATISTICS BY TOWNS—GRAND ISLE AND LAMOILLE COUNTIES.

TABLE NO. 18--Concluded.

GRAND ISLE COUNTY.	Amount voted to be paid superintendent by town.	Amount paid superin- tendent for examina- tion of teachers.	Cost of new school- houses.	Cost of repairing school- houses.	Amount of public mon- ey distributed in March, 1871.	Amount raised on the Grand list by districts.	Amount raised on the Grand list by towns, for school purposes.	Highest rate per cent raised on the Grand list by any district for school purposes.	Lowest rate per cent raised on the Grand list by any district, for school purposes.	Estimated cash value of school - houses and school-grounds.
Towns.										
Alburgh,	.....	\$ .50	.....	\$ 22.00	\$506.19	\$1,392.71	.....	....	....	\$ 6,400
Grand Isle,	.....	....	.....	61.46	282.77	634.41	.....	....	....	.....
Isle La Motte,	.....	....	.....	18.00	120.33	321.00	.....	....	....	800
North Hero,	.....	....	.....	8.50	212.56	766.32	.....	83	15	800
South Hero,	.....	....	.....	509.50	253.00	394.77	.....	....	....	1,800
Totals,	.....	\$ .50	.....	\$619.46	\$1,374.85	\$3,509.21	.....			\$9,800
LAMOILLE COUNTY										
Belvidere,	.....	....	.....	11.00	127.00	569.00	\$ 8.28	70	43	1,000
Cambridge,	.....	2.25	.....	24.87	575.00	1,357.68	342.55	31	....	4,000
Eden,	.....	....	.....	26.00	225.00	863.00	.....	60	30	3,600
Elmore,	.....	....	31.72	35.00	207.00	947.43	.....	55	35	2,000
Hydepark,	.....	2.50	.....	19.20	489.70	1,466.51	.....	50	....	5,600
Johnson,	.....	....	.....	60.81	465.00	1,534.92	256.00	200	20	4,525
Morristown,	.....	2.50	.....	47.66	644.81	2,866.87	.....	100	7	8,500
Stowe,	.....	....	1.60	85.00	700.00	2,587.00	.....	75	25	6,000
Waterville,	.....	....	.....	103.00	180.87	688.00	.....	60	33	5,000
Wolcott,	\$6.25	4.00	.....	9.12	287.82	1,446.82	129.17	60	40	7,000
Totals,	\$6.25	\$11.25	\$33.32	\$421.66	\$3,852.20	\$14,327.23	\$736.00			\$47,225

STATISTICS BY TOWNS—FRANKLIN COUNTY.

TABLE NO. 17--Continued.

TOWNS.	No. of cases of tardiness.	No. of cases of dismissal before close of session.	No. of pupils having no absences.	No. of visits by Superintendent.	No. of visits by Prudential Committees.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school-houses.	No. of school-houses in good condition.	No. of school-houses unfit for their purpose.	No. of school-houses with yards inclosed.
Bakersfield,	...	...	...	...	...	...	...	...	...	...	...	...
Berkshire,	4,289	716	38	25	8	84	18	.46	14	5	4	...
Enosburgh,	4,852	1,182	33	27	16	208	19	...	14	12	2	...
Fairfax,	4,506	676	37	31	5	164	17	1.5	17	12	5	...
Fairfie'd,	5,384	1,720	5	28	13	117	14	...	26	8	18	5
Fletcher,	2,283	298	27	12	4	148	17.25	...	10	8	2	1
Franklin,	2,870	269	42	22	11	145	19	.43	11	11	...	4
Georgi,	4,727	725	40	29	6	152	16 21	.21	14	8	6	...
Highgate,	5,507	812	23	21	9	133	17	.33	17	11	5	2
Montgomery,	3,305	520	29	21	5	155	18	1	11	7	4	...
Richford,	2,795	344	32	28	5	64	12.62	...	11	9	2	1
St. Albans,	...	...	...	...	...	...	...	...	...	...	...	...
Sheldon,	4,160	376	33	21	9	119	17	...	11	7	4	3
Swanton,	6,935	375	54	34	9	81	19	2	18	9	6	1
Totals.	51,613	8,013	393	299	100	1,566	Av.17	5.93	174	107	58	17

STATISTICS BY TOWNS—FRANKLIN COUNTY.

TABLE NO. 17--Continued.

TOWNS.	No. of school-houses with wood-houses.	No. of school-houses built within the last 5 years.	No. of school-houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school-houses properly ventilated.	No. of districts owning Unabridged Dictionaries.	No. of districts owning globes.	No. of districts owning wall maps.	No. of school-houses without suitable black-boards.	No. of school-houses without clocks.	No. of school houses without thermometers.
Bakersfield,	...	...	...	...	...	...	...	...	...	...	...	...
Berkshire,	10	2	...	...	14	7	...	...	...	4	14	14
Enosburgh,	13	2	...	1	13	1	...	8	3	1	14	14
Fairfax,	12	3	...	3	14	17	...	...	2	13	10	17
Fairfield,	20	1	...	1	25	3	1	1	...	0	20	20
Fletcher,	7	...	...	2	8	...	2	8	2	4	10	10
Franklin,	8	3	1	3	7	6	1	...	1	3	9	11
Georgia,	2	1	1	8	10	...	...	...	...	...	14	14
Hightgate,	10	1	...	4	13	...	...	...	...	17	17	17
Montgomery,	8	1	...	1	10	...	...	...	...	2	11	11
Richford,	8	2	...	...	11	...	...	...	...	1	11	11
St. Albans,	...	...	...	...	...	...	...	...	...	...	...	...
Sheldon,	6	1	...	1	10	9	1	1	1	4	11	11
Swanton,	9	...	...	1	15	8	...	2	2	...	15	10
Totals,	118	17	2	20	150	51	5	10	11	55	108	172

STATISTICS BY TOWNS—FRANKLIN COUNTY.

TABLE NO. 17--Continued.

TOWNS.	Wages of male teachers, exclusive of board.	Wages of female teachers, exclusive of board.	Cost of board of teachers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for incidental.	Superintendent's bill against the State.
Bakersfield,	\$ 560.00	\$ 623.00	\$ 695.00	\$1,878.00	\$ 190.14	\$.50	\$ 22.47	\$20.00
Berkshire,	104.00	1,153.00	744.00	2,001.00	208.00	260 00	43.87	20.50
Enosburgh,	204 00	1,076.00	611 60	1,896.50	228.27	5 00	24.56	33.00
Fairfax,	375.00	1,520.00	1,248.00	3,143.00	480.00	38.00	17 00	35.00
Fairfield,	160.00	602.50	417.50	1,180.00	122.20	1.50	10.95	22 22
Fletcher,	313.00	766.25	604.85	1,684 10	201.50	4.90	29.78	27.00
Franklin,	346.50	708.50	782.00	1,837.00	191.86	12 79	13.63	32.00
Georgia,	467.50	972.75	998.60	2,438.85	242 95	.....	53.25	30.00
Highgate,	214.55	617.80	479.80	1,312.15	106.75	12.23	17 88	25.00
Montgomery,	142.00	505.84	696.00	1,343.84	180.00	350.40	22 00	29.00
Richford,	.....	.....	.....	.....	.....	.....	.....	.....
St. Albans,	80.00	848.50	840.50	1,768.50	262.02	24.93	82.76	37 00
Sheldon,	1,054.36	1,391.00	1,381.95	3,827.31	332.25	28.17	51.57	40.00
Swanton,								
Totals,	\$4,020.91	\$10,785.14	\$9,504.20	\$24,310.25	\$2,745.94	\$728 42	\$389.72	\$350.72

STATISTICS BY TOWNS—FRANKLIN COUNTY.

TABLE NO. 17--Concluded.

TOWNS.	Amount voted to be paid by Superintendent to town.	Amount paid Superintendent for examination of teachers.	Cost of new school-houses.	Cost of repairing school-houses.	Amount of public money distributed in March, 1871.	Amount raised on the grand list by districts.	Amount raised on the grand list by towns, for school purposes.	Highest rate per cent raised on the grand list by any district, for school purposes.	Lowest rate per cent raised on the grand list by any district, for school purposes.	Estimated cash value of school-houses and school-grounds.
Bakersfield,	\$ 17.67	.....	\$1,429.14	.....	...	...	\$ 3,000
Berkshire,	73.52	.....	1,570.46	.....	...	...	8,950
Enosburgh,	\$1.00	.....	529.59	\$ 507.47	1,674.79	.....	...	...	7,000
Fairfax,	2.00	.....	48.00	.....	2,105.00	.....	25	...	5,000
Fairfield,	3.00	.....	6.30	776.01	1,074.50	173.90	60	20	2,500
Fletcher,75	.....	308.00	317.40	1,568.54	178.70	5.3	2	2,675
Franklin,	2.00	.....	14.17	575.56	978.94	330.02	47	14	1,380
Georgia,	5.50	.....	30.00	657.60	1,697.05	459.64	75	5	4,500
Hightgate,	3.00	.....	88.08	839.92	1,000.46	.....	90	20	2,000
Montgomery,	5.00	.....	5.35	510.00	1,449.59	.....	100	25	5,200
Richford,50	.....	.....	368.49	1,827.20	.....	74	17	4,500
St. Albans,	3.50	.....	16.00	.....	2,992.14	.....	40	20	14,000
Sheldon,	6.00	.....	66.70	656.76	.....	.....	60	20	.....
Swanton,	1,199.88	.....	.....	...	...	.....
Totals,	\$82.25	.....	\$1,203.38	\$6,409.03	\$19,362.81	\$2,340.06	.....	.....	\$60,706

STATISTICS BY TOWNS—GRAND ISLE AND LAMOILLE COUNTIES.

TABLE NO. 18--GRAND ISLE AND LAMOILLE COUNTIES.
Statistics Compiled from Reports of Town Superintendents for the year ending March 31, 1872.

	No. of organized school districts.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts voting to have no schools.	Average No. of voters attending school district meetings.	No. of permanent select or private schools.	No. of districts falling to the registers.	No. of families.	No. of families having children under 20 years of age.	No of children between 5 and 10 years of age.	No of children between 10 and 15 years of age.	No. of children between 15 and 20 years of age.
GRAND ISLE COUNTY.												
Towns.												
Alburgh,	10	...	...	...	12	...	...	245	209	181	171	150
Grand Isle,	5	...	...	...	...	...	...	133	...	...	...	...
Isle La Motte,	2	...	...	...	30	...	...	114	80	63	56	58
North Hero,	5	...	1	...	10	...	1	103	88	70	60	34
South Hero,	4	...	...	...	12	...	...	118	83	72	56	54
Totals,	26	...	1	...	64	...	1	713	460	386	343	296
LAMOILLE COUNTY												
Belvidere,	5	1	...	...	10	...	...	88	72	45	56	20
Cambridge,	19	3	4	...	13	...	...	361	237	118	147	119
Eden,	12	1	2	1	11	...	...	186	151	116	125	71
Elmore,	5	4	...	...	10	...	...	147	105	54	71	67
Hydepark,	16	5	1	...	12	...	...	402	291	174	204	136
Johnson,	12	4	3	...	11	...	...	358	252	137	158	141
Morristown,	16	2	...	...	14	...	...	501	297	164	182	144
Stowe,	17	3	3	...	14	...	8	500	330	172	176	177
Waterville,	5	1	...	...	18	...	...	158	106	69	76	42
Wolcott,	12	4	1	1	13	...	2	227	170	114	123	92
Totals,	119	28	14	2	126	...	10	2,928	2,011	1,163	1,318	1,009

APPENDIX TO SECRETARY'S REPORT.

STATISTICE BY TOWNS—GRAND ISLE AND LAMOILLE COUNTIES.

TABLE NO. 18--Continued.

GRAND ISLE COUNTY.	Towns.	Total No. of children between 5 and 20 years of age.	No. of persons between 5 and 20 years of age attending common schools.	No. of terms of school during the year.	No. of terms with an average daily attend- ance of not more than 5 pupils.	No. of terms with an average daily attend- ance of 5 to 10 pu- pils.	No. of terms with an average daily attend- ance of 10 to 15 pupils.	No. of terms with an average daily attend- ance of 15 to 20 pupils.	Average daily attend- ance in all the schools.	No. of resident pupils attending academies, seminaries, or private schools in town.	No. of non-resident pu- pils attending acad- emies, seminaries, or private schools in town.	Total number attending schools of any kind in town.
	Alburgh,	502	360	20	...	2	6	12	28	47	...	407
	Grand Isle,	195	...	...	...	...	...	...	...	...	...	...
	Isle La Motte,	177	181	4	...	...	...	1	28.25	...	...	211
	North Hero,	164	170	8	...	...	...	4	19	...	...	170
	South Hero,	182	139	9	...	2	1	4	18.5	...	...	139
	Totals,	1,220	850	41	...	4	7	21	93.75	47	...	927
LAMOILLE COUNTY	Belvidere,	121	121	10	...	4	3	3	12	...	...	121
	Cambridge,	384	344	33	...	9	13	5	17.5	...	...	344
	Eden,	312	244	19	...	3	4	1	16	...	...	244
	Elmore,	192	173	19	...	8	6	5	12	...	...	173
	Hydepark,	514	364	32	1	7	12	6	15.67	130	25	489
	Johnson,	436	467	32	4	7	2	6	12.5	...	...	872
	Morristown,	500	451	38	3	7	8	5	14	65	68	579
	Stowe,	525	430	40	2	...	10	30	...	...	...	430
	Waterville,	187	170	14	...	3	6	1	15.67	53	9	181
	Wolcott,	329	250	22	...	8	1	5	14.5	28	...	273
	Totals,	3,600	3,014	259	13	61	66	67	129.94	271	97	3,206

STATISTICS BY TOWNS—GRAND ISLE AND LAMOILLE COUNTIES.

TABLE NO. 18--Continued.

	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole number of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole number of teachers employed.
GRAND ISLE COUNTY,										
Towns.										
Alburgh,	200	83	283	10	25.5	28	255	2	14	16
Grand Isle,	90	....	136	5	....	24	112	....	....	....
Isle La Motte,	30	17	47	2	26.5	11	36	1	3	4
North Hero,	65	44	109	4	27.14	24	85	2	5	7
South Hero,	76.5	40.6	117.1	4	29.26	37.6	79	5	6	11
Totals,	461.5	184.6	692.1	25	Av. 27.68	124.6	567	10	28	38
LAMOILLE COUNTY										
Belvidere,	70	47	117	5	23.4	24	93	2	7	9
Cambridge,	238	133	371	16	23.2	24	347	2	24	26
Eden,	163	45	208	19	11	22	186	4	20	22
Elmore,	173	43	216	9	24	12	204	1	14	15
Hydepark,	280	91	371	16	24.62	69	302	6	23	29
Johnson,	268	95	363	16	22.69	55	308	5	23	28
Morristown.	270	114	384	18	22	57	327	2	29	31
Stowe,	277	112	389	18	21.61	63	326	4	24	28
Waterville,	123	49	179	7	22	59	120	4	8	12
Wolcott,	181.5	54.5	256	11	23.18	12	244	1	19	20
Totals,	2,043.5	783.5	2,854	135	Av. 21.14	397	2,457	31	129	220

TABLE NO. 18.--Continued.

STATISTICS BY TOWNS—GRAND ISLE AND LAMCILLE COUNTIES.															
GRAND ISLE COUNTY.	Towns.	No. of teachers who had not taught before.	No. of teachers who had taught before.	No. of teachers who had taught before in the same district.	No. of teachers who had attended a Vermont Normal School.	No. of teachers holding Normal School certifi- cates.	No. of teachers holding Institute certificates.	No. of teachers who taught without certifi- cates.	No. of teachers who "boarded around."	No. of teachers who left their schools before the close of their en- gagements.	No. of teachers ex- amined by Superin- tendent.	No. of teachers who passed the examina- tion.	No. of teachers exam- ined at the regular spring and fall exam- inations.	No. of teachers' certifi- cates granted by Su- perintendent.	No. of teachers' certifi- cates annulled by Su- perintendent.
		2	14	3	1	7	...	18	16	15	16	...
	Alburgh,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Grand Isle,	1	3	2	...	...	...	...	...	...	7	4	7	...	...
	Isle La Motte,	3	3	2	...	...	...	...	7	1	9	7	6	7	...
	North Hero,	3	8	3	...	...	...	...	3	3	8	8	5	8	...
	South Hero,	3	8	3	...	...	...	...	3	3	8	8	5	8	...
	Totals,	9	28	10	...	...	...	1	17	4	42	35	33	38	...
LAMCILLE COUNTY	Belvidere,	4	5	2	4	1	...	...	6	1	8	8	2	8	...
	Cambridge,	5	21	8	11	5	...	1	9	3	20	20	13	20	...
	Eden,	5	17	2	6	1	...	...	22	6	26	20	6	20	...
	Elmore,	1	14	4	2	...	1	...	5	...	14	14	9	14	...
	Hydepark,	8	21	8	8	5	...	...	12	2	23	19	12	19	...
	Johnson,	3	25	9	24	11	...	...	10	2	10	9	9	9	...
	Morristown,	7	24	4	8	2	6	...	18	2	25	22	15	22	...
	Stowe,	4	24	5	6	4	2	2	9	3	20	20	20	20	...
	Waterville,	1	7	3	3	2	2	...	2	...	10	10	6	10	...
	Wolcott,	3	17	2	3	...	...	...	5	2	20	20	12	20	...
	Totals,	41	175	47	75	31	11	3	98	21	176	162	104	162	1

STATISTICS BY TOWNS—GRAND ISLE AND LAMOILLE COUNTIES.

TABLE NO. 18--Continued.

	No. of cases of tardiness.	No. of cases of dismissal before close of session.	No. of pupils having no absences.	No. of visits by Superintendent.	No. of visits by Prudential Committees.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school-houses.	No. of school-houses in good condition.	No. of school-houses unfit for their purpose.	No. of school-houses with yards inclosed
GRAND ISLE COUNTY.												
Towns.												
Alburgh,	2,205	219	39	11	10	112	22	3	10	3	7	...
Grand Isle,	...	...	...	...	...	...	...	...	...	...	...	...
Isle La Motte,	869	66	...	10	...	...	20.25	1	2	2	...	2
North Hero,	625	55	13	9	9	38	16	4	5	2	2	...
South Hero,	1,572	409	2	8	1	19	19	.75	4	3	1	1
Totals,	5,271	749	54	38	20	169	Av.19	8.75	21	10	10	3
LAMOILLE COUNTY												
Belvidere,	1,069	148	7	12	3	39	17	...	5	...	5	...
Cambridge,	1,989	285	81	35	8	138	15.37	.5	18	9	6	...
Eden,	1,022	198	22	11	5	85	17	2	12	12	...	...
Elmore,	766	112	43	12	4	121	18	.28	8	5	3	1
Hydepark,	4,375	288	55	24	8	174	16.81	3	14	7	7	1
Johnson,	2,278	467	79	16	9	262	18.33	1.56	13	9	4	1
Morristown,	2,199	301	163	32	24	273	17.13	...	17	3	14	2
Stowe,	1,533	341	98	40	15	234	17.25	1.61	19	5	6	3
Waterville,	927	142	22	9	1	125	14.29	3	6	4	2	...
Wolcott,	963	384	27	23	2	135	20.25	.82	12	7	5	1
Totals,	17,141	2,666	597	214	79	1,586	Av.17	12.77	124	61	52	9

TABLE NO. 18--Continued.

STATISTICS BY TOWNS—GRAND ISLE AND LAMOILLE COUNTIES.													
GRAND ISLE COUNTY.	Towns.	No. of school-houses with wood-houses.	No. of school-houses built within the last 5 years.	No. of school houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school-houses properly ventilated.	No. of districts owning Unabridged Diction- aries.	No. of districts owning globes.	No. of districts owning wall maps.	No. of school-houses without suitable black- boards.	No. of school-houses without clocks.	No. of school-houses without thermome- ters.
		4 ... 1 3 3	2	2 ... 1 1 1	3 ... 1 3 1	5 1 2 2 2	1 1 2	10 ... 2 5 4	10 ... ... 2 5 4
	Totals,	11	2	5	8	8	4	1	1	...	2	21	21
LAMOILLE COUNTY	Belvidere,	4	...	...	...	5	...	...	...	...	5	5	5
	Cambridge,	12	...	...	1	17	9	1	1	1	8	17	17
	Eden,	12	4	...	...	12	...	...	...	...	...	12	12
	Elmore,	7	2	...	...	8	2	...	1	...	...	8	8
	Hydepark,	9	5	...	...	14	5	...	...	...	5	16	16
	Johnson,	12	1	...	...	13	12	...	...	...	10	13	13
	Morristown,	17	1	...	...	17	2	1	1	2	2	16	17
	Stowe,	10	5	...	...	19	6	19	19	4	19	15	19
	Waterville,	3	1	...	...	6	2	...	...	...	4	6	6
	Wolcott,	9	...	...	...	...	5	...	...	1	4	12	12
	Totals,	95	19	...	1	123	43	21	23	8	57	120	125

STATISTICS BY TOWNS—GRAND ISLE AND LAMOILLE COUNTIES.

TABLE NO. 18--Continued.

	Wages of male teachers, exclusive of board.	Wages of female teachers, exclusive of board.	Cost of board of teachers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for incidents.	Superintendent's bill against the State.
GRAND ISLE COUNTY.								
Towns.								
Alburgh,	\$204.00	\$978.00	\$524.00	\$1,706.00	\$191.50	.....	\$40.08	\$25.00
Grand Isle,	200.00	332.00	337.50	869.50	54.05	\$17.58	16.60	.....
Isle La Motte,	100.00	84.00	143.00	317.00	54.25	.....	21.00	14.00
North Hero,	187.00	316.00	101.00	604.00	80.00	.....	3.75	17.00
South Hero,	224.00	224.84	217.00	685.80	61.50	.....	....	12.00
Totals,	\$915.00	\$1,934.84	\$1,322.50	\$4,882.30	\$441.30	\$17.58	\$81.43	\$68.00
LAMOILLE COUNTY								
Belvidere,	86.00	230.00	265.80	581.80	53.50	\$1.40	38.00	16.00
Cambridge,	136.00	1,178.50	743.50	2,058.00	207.80	1.50	26.93	42.50
Eden,	160.00	508.00	328.00	996.00	92.00	5.00	10.50	13.00
Elmore,	60.00	678.00	410.80	1,148.80	101.10	6.78	22.70	15.00
Hydepark,	608.00	1,002.50	685.60	2,296.10	199.00	4.90	18.00	20.00
Johnson,	311.18	987.75	748.04	2,046.97	217.95	11.50	26.46	12.00
Morristown,	946.00	1,421.00	1,018.10	3,385.10	239.81	58.93	181.11	42.50
Stowe,	519.00	1,290.00	1,024.00	2,833.00	230.00	8.00	127.00	40.00
Waterville,	193.50	280.50	305.00	779.00	78.70	1.00	2.50	12.00
Wolcott,	110.00	758.75	487.22	1,355.97	144.68	16.06	39.28	14.50
Totals.	\$3,129.68	\$8,335.00	\$6,016.06	\$17,680.74	\$1,564.54	\$115.07	\$492.48	\$227.50

STATISTICS BY TOWNS—ORLEANS COUNTY.

TABLE NO. 20--Continued.

TOWNS.	No. of teachers who had not taught before	No. of teachers who had taught before.	No. of teachers who had taught before in the same district.	No. of teachers who had attended a Vermont Normal School.	No. of teachers holding Normal School certificates.	No. of teachers holding Institute certificates.	No. of teachers who taught without certificates.	No. of teachers who "boarded around."	No. of teachers who left their schools before the close of their engagements.	No. of teachers examined by Superintendent.	No. of teachers who passed the examination.	No. of teachers examined at the regular spring and fall examinations.	No. of teachers' certificates granted by Superintendent.	No. of teachers' certificates annulled by Superintendent.
Albany,	6	19	6	5	3	...	...	12	2	22	22	9	22	...
Barton,	2	13	6	4	2	1	...	...	1	13	12	12	12	...
Brownington,	2	11	4	3	2	...	...	...	...	9	9	9	9	...
Charleston,	...	17	3	...	...	...	1	10	2	17	9	7	17	1
Coventry,	4	7	1	5	1	1	1	2	1	16	12	11	13	...
Craftsbury,	2	21	5	...	2	4	...	3	...	19	19	14	17	...
Derby,	7	14	5	1	...	...	...	1	2	27	27	21	27	...
Glover,	4	17	4	4	...	...	...	7	...	17	11	11	17	...
Greensboro,	2	15	3	2	...	...	...	...	2	14	14	2	14	...
Holland,	7	5	1	...	...	...	...	5	2	13	11	5	13	...
Irasburgh,	4	16	6	1	1	1	3	1	3	16	13	6	13	...
Jay,	2	7	3	1	...	...	1	...	...	8	6	2	8	2
Lowell,	5	8	5	3	1	...	...	1	4	12	12	10	12	...
Morgan,	2	9	2	...	...	...	...	6	1	11	11	5	12	...
Newport,	2	28	5	3	...	...	...	9	...	31	30	11	30	...
Salem,	3	11	1	...	...	...	1	2	...	15	18	...	18	...
Troy,	...	21	3	2	2	...	...	...	1	18	18	13	18	...
Westfield,	...	11	5	5	...	...	...	...	...	11	10	5	11	...
Westmore,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Totals,	54	250	68	39	15	7	7	66	19	299	259	163	278	2

STATISTICS BY TOWNS—ORANGE COUNTY.

TABLE NO. 19--ORANGE COUNTY.
Statistics Compiled from Reports of Town Superintendents for the year ending March 31, 1872.

TOWNS.	No. of organized school districts.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts voting to have no schools.	Average No. of voters attending school district meetings.	No. of permanent select or private schools.	No. of districts falling to the registers.	No. of families.	No. of families having children under 20 years of age.	No. of children between 5 and 10 years of age.	No. of children between 10 and 15 years of age.	No. of children between 15 and 20 years of age.
Bradford,	10	...	...	...	...	...	...	...	...	...	...	...
Braintree,	12	3	...	...	12.5	...	...	273	219	120	130	105
Brookfield,	12	4	...	...	14	...	...	302	216	125	109	98
Chelsea,	17	5	...	...	12.67	1	...	407	251	142	159	118
Corinth,	...	...	...	...	...	...	...	...	...	...	...	...
Fairlee,	6	2	...	...	11	...	...	110	69	44	47	40
Newbury,	18	3	...	...	12.71	2	...	623	337	240	272	197
Orange,	...	...	...	...	...	...	...	...	...	...	...	...
Randolph,	16	5	1	3	16	2	...	746	469	165	284	261
Strafford,	11	5	...	...	12.33	1	...	314	214	128	151	98
Thetford,	16	1	...	...	18	...	2	394	237	115	147	128
Topsham,	20	3	4	...	12	1	...	316	214	135	82	99
Tunbridge,	15	3	...	...	11.5	...	...	318	207	117	144	96
Vershire,	9	3	...	...	10	...	1	221	183	106	104	72
Washington,	15	4	2	1	13.77	...	...	273	...	117	110	100
West Fairlee,	5	3	...	...	12	...	2	216	80	82	70	54
Williamstown,	16	1	1	...	12.62	...	...	274	166	112	103	96
Totals,	198	45	9	4	181.1	7	5	4,787	2,862	1,748	1,912	1,562

STATISTICS BY TOWNS—ORANGE COUNTY.

TABLE NO. 19--Continued.

TOWNS.	Total No. of children between 5 and 30 years of age.	No. of persons between 5 and 30 years of age attending common schools.	No. of terms of school during the year.	No. of terms with an average daily attendance of not more than 5 pupils.	No. of terms with an average daily attendance of 5 to 10 pupils.	No. of terms with an average daily attendance of 10 to 15 pupils.	No. of terms with an average daily attendance of 15 to 20 pupils.	Average daily attendance in all the schools.	No. of resident pupils attending academies, seminaries, or private schools in town.	No. of non-resident pupils attending academies, seminaries, or private schools in town.	Total number attending schools of any kind in town.
Bradford,	355	297	28	...	...	...	...	12.65	24	1	322
Braintree,	832	285	27	...	...	...	...	13.5	46	...	331
Brookfield,	419	369	36	...	...	...	...	13.2	26	...	409
Chelsea,	...	...	...	...	...	...	...	...	...	...	...
Corinth,	131	104	15	...	...	...	...	9.25	...	...	136
Fairlee,	709	517	44	...	...	...	...	15.33	70	...	627
Newbury,	...	...	...	...	...	...	...	...	...	...	...
Orange,	750	596	46	...	...	...	...	16.7	95	171	862
Randolph,	377	350	27	...	...	...	...	14.67	50	10	410
Stratford,	390	327	31	...	...	...	...	14	50	25	402
Thetford,	316	284	36	...	...	...	...	13.14	18	12	314
Topsam,	357	319	38	...	...	...	...	11.5	...	...	319
Tunbridge,	282	224	19	...	...	...	...	15.5	18	...	242
Vershire,	327	210	25	...	...	...	...	15.33	...	...	230
Washington,	206	217	17	...	...	...	...	20	25	5	247
West Fairlee,	811	283	35	...	...	...	...	11.5	70	...	358
Williamstown,	...	...	...	...	...	...	...	...	...	...	...
Totals,	5,262	4,362	424	24	99	131	111	196.27	492	278	5,204

STATISTICS BY TOWNS—ORANGE COUNTY.

TABLE NO. 19--Continued.

Towns.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole number of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.*	No. of male teachers employed.	No. of female teachers employed.	Whole number of teachers employed.
Bradford,	.....	55.67	305	13	23.5	39	267	3	23	26
Braintree,	249.39	77	336	13	24.5	24	812	4	20	24
Brookfield,	259	150	101	16	23	12	397	1	32	26
Chelsea,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Corinth,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fairlee,	91	72	163	8	20.37	12	151	1	11	12
Newbury,	296	219	515	22	22.75	85	430	6	31	37
Orange,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Randolph,	505	146	652	25	26.08	54.71	597.29	5	27	32
Strafford,	230	71	308	14	22	36	272	3	20	23
Thetford,	226.5	120.5	347	15	23.13	23	324	2	23	25
Topsham,	241.4	120.36	361.5	17	21.26	35.75	326.18	3	14	17
Tunbridge,	316	98	414	17	25.88	36	378	3	27	30
Vershire,	116	74	190	10	16	21	169	2	11	13
Washington,	210.5	45.5	256	13	19.09	12	244	1	24	25
West Fairlee,	136	53	189	8	23.62	12	177	1	11	12
Williamstown,	305	88	392.73	16	23.82	71.77	321	8	23	31
Totals,	3,440.73	1,377.03	4,438.28	309	Av. 22.53	473.23	4,365.47	43	297	33

STATISTICS BY TOWNS—ORANGE COUNTY.

TABLE NO. 19--Continued.

Towns.	No. of teachers who had not taught before.	No. of teachers who had taught before.	No. of teachers who had taught before in the same district.	No. of teachers who had attended a Vermont Normal School.	No. of teachers holding Normal School certificates.	No. of teachers holding institute certificates.	No. of teachers who taught without certificates.	No. of teachers who "boarded around."	No. of teachers who left their schools before the close of their engagements.	No. of teachers examined by Superintendent.	No. of teachers who passed the examination.	No. of teachers examined at the regular spring and fall examinations.	No. of teachers' certificates granted by Superintendent.	No. of teachers' certificates annulled by Superintendent.
Bradford,	...	20	...	10	3	...	...	11	...	23	22	11	23	...
Braintree,	9	15	4	13	4	...	...	9	2	18	18	16	18	...
Brookfield,	5	28	5	2	...	1	...	6	2	29	26	17	26	...
Chelsea,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Corinth,	2	10	4	...	...	1	...	6	1	15	9	7	9	...
Fairlee,	4	33	7	...	...	...	...	16	...	43	35	20	37	6
Newbury,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Orange,	10	22	10	29	8	2	...	7	3	27	21	19	21	...
Randolph,	6	17	5	3	...	...	...	7	1	23	21	16	23	...
Stratford	6	19	11	1	1	...	...	15	1	23	23	11	23	...
Thetford,	4	13	5	2	...	...	...	8	1	22	16	7	17	...
Topsham,	10	20	5	4	1	...	...	11	...	25	3	12	24	...
Tunbridge,	2	11	2	1	...	...	...	11	2	16	13	8	13	1
Vershire,	3	22	5	4	...	1	...	22	2	29	23	19	25	...
Washington,	...	12	1	1	...	1	1	6	1	11	11	4	11	...
West Fairlee,	8	23	6	4	1	...	1	12	5	32	30	14	29	...
Williamstown,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Totals,	75	265	77	74	16	7	4	147	22	836	271	181	299	6

STATISTICS BY TOWNS—ORANGE COUNTY.

TABLE NO. 19--Continued.

TOWNS.	No. of cases of tardiness.	No. of cases of dismissals before close of session.	No. of pupils having no absences.	No. of visits by Superintendent.	No. of visits by Prudential Committees.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school-houses.	No. of school-houses in good condition.	No. of school-houses unfit for their purpose.	No. of school-houses with yards inclosed.
Bradford,	1,750	190	40	27	10	210	20	.5	18	10	3	...
Braintree,	1,398	348	69	49	13	227	20	1	14	10	4	1
Brookfield,	2,413	290	89	35	13	239	18.5	1	17	10	7	2
Chelsea,	...	...	...	...	...	...	...	...	...	...	...	...
Corinth,	506	97	25	14	1	135	18.6	.5	8	6	2	2
Fairlee,	2,275	345	98	52	25	346	19	.8	21	18	3	8
Newbury,	...	...	...	...	...	...	...	...	...	...	...	...
Orange,	3,584	459	135	30	33	341	21.5	.96	16	10	4	4
Randolph,	1,661	429	42	28	6	160	19	.44	13	12	1	...
Strafford,	1,382	189	90	51	8	148	20.75	1.6	15	12	3	...
Thetford,	2,151	375	63	34	18	243	8.11	.69	20	6	7	1
Topsham,	2,217	234	84	17	13	252	20.14	...	17	14	3	...
Tunbridge,	1,448	337	21	16	3	84	16.9	2.5	12	2	6	...
Vershire,	923	125	40	37	3	126	20	.23	14	6	7	...
Washington,	1,114	321	35	18	7	78	28	.5	7	6	1	...
West Fairlee,	1,394	1,793	128	27	11	340	20.41	.56	17	10	6	2
Williamstown,	...	...	...	...	...	...	...	...	...	...	...	...
Totals,	24,216	5,582	959	435	164	2,949	Av. 20	11.28	204	132	57	20

STATISTICS BY TOWNS—ORANGE COUNTY.

TABLE NO. 19--Continued.

TOWNS.	No. of school-houses with wood-houses.	No. of school-houses built within the last 5 years.	No. of school-houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school-houses properly ventilated.	No. of districts owning Unabridged Dictionaries.	No. of districts owning globes.	No. of districts owning wall maps.	No. of school-houses without suitable black boards.	No. of school-houses without clocks.	No. of school-houses without thermometers.
Bradford,	12	...	...	...	13	6	...	...	1	2	13	13
Braintree,	13	...	...	...	14	12	...	1	4	...	13	14
Brookfield,	14	2	...	3	14	9	3	2	2	...	17	17
Chelsea,	...	...	...	...	...	...	...	...	...	...	...	...
Corinth,	7	1	...	...	8	8	...	...	...	8	7	8
Fairlee,	16	2	...	1	20	18	...	...	1	18	21	21
Newbury,	...	...	...	...	...	...	...	...	...	...	...	...
Orange,	10	2	1	1	14	5	6	6	12	4	12	15
Randolph,	13	1	...	3	10	9	1	1	2	...	13	13
Stratford,	12	...	...	2	13	9	1	...	1	4	15	15
Thetford,	14	2	...	...	20	2	...	...	1	15	20	18
Topsham,	17	1	...	3	14	10	...	...	1	...	17	17
Tunbridge,	12	...	...	3	9	2	...	...	...	12	12	12
Vershire,	7	1	...	...	14	2	...	...	1	8	13	13
Washington,	7	2	...	1	6	3	...	...	...	3	6	7
West Fairlee,	15	2	...	1	16	9	...	2	1	2	16	16
Williamstown,	...	...	...	...	...	...	...	...	...	...	...	...
Totals,	169	16	1	18	186	104	12	13	27	76	196	199

STATISTICS BY TOWNS—ORANGE COUNTY.

TABLE NO. 19--Continued.

TOWNS.	Wages of male teachers exclusive of board.	Wages of female teach- ers, exclusive of board.	Cost of board of teach- ers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for inel- dentals.	Superintendent's bill against the State.
Bradford,	..... \$175.50	..... \$ 814.00	..... \$ 665.80	..... \$1,655.30	..... \$183.12	..... \$ 4.90	..... \$32.12	..... \$36.00
Braintree,	98.03	1,166.00	628.60	1,892.63	232.65	1.70	60.79	34.00
Brookfield,	72.00	1,216.80	889.80	2,178.69	210.37	7.20	42.19	30.00
Chelsea,	.....	.....	.....	.....	.....	.....	.....	.....
Corinth,	65.00	399.25	356.00	820.25	95.85	11.83	9.95	25.00
Fairlee,	436.00	1,325.00	943.73	2,704.73	286.99	43.70	46.92	30.50
Newbury,	.....	.....	.....	.....	.....	.....	.....	.....
Orange,	317.00	1,818.50	1,310.60	3,446.10	217.01	12.16	171.02	35.00
Randolph,	260.00	754.50	707.50	1,722.00	184.68	2.00	30.62	23.25
Strafford,	115.00	973.00	923.00	2,011.00	190.83	2.65	34.93	42.00
Thetford,	178.00	892.10	673.64	1,743.74	153.72	11.30	39.37	35.00
Topsham,	162.00	1,254.00	1,090.00	2,506.00	246.61	2.60	40.62	22.00
Tunbridge,	99.77	572.50	322.50	994.77	102.65	.....	16.85	19.50
Vershire,	60.00	869.62	501.96	1,431.58	120.72	4.50	14.73	40.00
Washington,	110.00	618.50	497.40	1,225.90	144.95	71.75	13.73	25.00
West Fairlee,	375.73	836.98	804.80	2,017.51	172.38	1.50	45.48	25.00
Williamstown,	.....	.....	.....	.....	.....	.....	.....	.....
Totals,	\$2,524.03	\$12,810.75	\$10,315.33	\$26,349.91	\$2,642.53	\$177.79	\$599.32	\$422.25

STATISTICS BY TOWNS—RUTLAND COUNTY.

TABLE NO. 21--Continued.

TOWNS.	No. of teachers who had not taught before.	No. of teachers who had taught before.	No. of teachers who had taught before in the same place.	No. of teachers who had attended a Vt. Normal School.	No. of teachers holding Normal School certificates.	No. of teachers holding in-state certificates.	No. of teachers who taught without certificates.	No. of teachers who "boarded" around.	No. of teachers who left their schools before the close of their engagements.	No. of teachers examined by Supl.	No. of teachers who passed the examination.
Benson.	5	16	6	6	6	1	1	15	1	19	19
Brandon,	7	24	15	1	1	1	1	1	1	36	30
Castleton,	1	14	3	3	1	1	1	3	1	13	13
Chittenden,	...	...	3	1	1	2	1	11	1	17	10
Clarendon,	6	12	3	1	1	1	1	...	2	22	19
Danby,	...	19	2	1	1	1	1	...	1	16	14
Fairhaven,	3	14	4	1	1	1	1	3	1	11	11
Hubbardton,	4	12	1	5	3	1	1	3	1	6	1
Ira,	5	3	1	1	1	1	1	1	1	10	4
Mendon,	2	8	3	...	...	1	1	1	...	10	9
Middletown,	3	9	3	1	...	1	...	5	...	10	13
Mt. Holly,	3	15	1	1	...	...	...	2	...	18	2
Mt. Tabor,	1	7	2	...	...	...	...	2	...	8	...
Pawlet,	...	...	...	...	...	...	1	...	...	4	...
Pittsfield,	2	5	3	3	2	...	1	3	...	24	19
Pittsford,	5	21	4	1	1	...	2	7	4	21	20
Poultney,	7	18	4	2	1	3	...	10	1	61	51
Rutland,	5	51	18	2	6	...	...	1	1	8	1
Sherburne,	...	9	4	2	...	...	1	1	2	26	26
Shrewsbury,	10	16	4	...	...	...	1	...	...	9	6
Sudbury,	1	8	3	...	...	1	...	7	1	8	8
Tinmouth,	...	10	1	1	3	1	...	9	5	31	25
Wallingford,	7	20	...	...	...	...	3	8	...	9	9
Wells,	2	9	4	...	...	...	1	8	...	12	2
Westhaven,	1	10	1	1	...	...	1	6	1	...	...
Totals.	69	320	97	80	18	11	9	109	22	402	320

STATISTICS BY TOWNS—ORLEANS COUNTY.

TABLE NO. 20--ORLEANS COUNTY. Statistics Compiled from Reports of Town Superintendents for the year ending March 31, 1872.												
TOWNS.	No. of organized school districts.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts voting to have no schools.	Average No. of voters attending school district meetings.	No. of permanent select or private schools.	No. of districts falling to file registers.	No. of families.	No. of families having children under 20 years of age.	No of children between 5 and 10 years of age.	No of children between 10 and 15 years of age.	No. of children between 15 and 20 years of age.
Albany,	12	3	...	...	12	1	...	313	214	117	144	98
Barton,	10	2	2	...	26	...	...	401	278	205	170	137
Brownington,	8	...	...	...	10.71	...	2	133	117	73	82	51
Charleston,	12	1	1	...	14	...	...	260	160	120	115	83
Coventry,	6	...	...	...	12	...	2	196	151	76	123	146
Craftsbury,	14	1	...	...	10	...	2	304	204	142	143	105
Derby,	13	...	1	...	10	...	...	432	298	163	195	156
Glover,	11	3	...	...	15	...	1	282	189	119	114	126
Greensboro,	11	3	...	...	11.7	...	...	204	159	104	124	78
Holland,	8	1	...	...	12	...	...	163	133	97	88	59
Irassburgh,	12	1	...	...	9.9	...	1	227	160	101	116	80
Jay,	6	...	1	...	13	...	...	113	99	58	67	40
Lowell,	8	3	...	...	11	...	3	223	174	140	121	61
Morgan,	5	3	1	...	10	1	10	138	111	57	59	54
Newport,	11	5	...	...	15	...	...	408	309	233	213	153
Salem,	6	1	...	...	11.67	...	1	120	90	68	65	67
Troy,	9	4	...	...	20	...	...	292	208	136	157	107
Westfield,	6	2	...	...	...	...	...	165	118	73	92	60
Westmore,	...	...	...	...	...	...	...	...	...	...	...	....
Totals,	168	35	6	2	223.98	2	22	4,374	3,172	2,082	2,228	1,661

STATISTICS BY TOWNS—ORLEANS COUNTY.

TABLE NO. 20--Continued.

TOWNS.	Total No. of children between 5 and 20 years of age.	No. of persons between 5 and 20 years of age attending common schools.	No. of terms of school during the year.	No. of terms with an average daily attendance of not more than 5 pupils.	No. of terms with an average daily attendance of 5 to 10 pupils.	No. of terms with an average daily attendance of 10 to 15 pupils.	No. of terms with an average daily attendance of 15 to 20 pupils.	Average daily attendance in all the schools.	No. of resident pupils attending academies, seminaries, or private schools in town.	No. of non-resident pupils attending academies, seminaries, or private schools in town.	Total number attending schools of any kind in town.
Albany,	354	305	32	3	9	6	11	16	40	1	306
Barton,	512	414	26	...	1	4	5	24.7	...	...	414
Brownington.	206	252	16	...	3	1	5	19.25	40	...	292
Charleston,	318	272	23	...	2	8	6	17	30	10	282
Coventry,	345	250	14	...	4	9	8	19	30	20	410
Craftsbury,	386	553	28	2	4	12	9	14	...	...	...
Derby,	514	376	24	...	...	...	16	19.5	146	38	560
Glover,	359	275	25	...	2	2	3	17	20	15	310
Greensboro,	306	195	20	...	1	2	4	19.33	...	...	195
Holland,	244	222	16	...	1	7	8	14	24	...	246
Irasburgh,	297	269	22	1	4	7	4	13	25	...	294
Jay,	165	160	10	...	...	6	1	15.67	...	...	160
Lowell,	322	226	17	...	1	7	0	15	...	...	226
Morgan,	170	148	12	1	3	5	...	13	...	...	173
Newport,	599	622	45	3	7	6	9	18.25	...	...	622
Salem,	200	190	14	...	1	3	3	13.63	...	...	190
Troy,	400	320	26	...	4	8	12	16	50	10	380
Westfield,	223	196	12	...	...	4	6	20	50	2	248
Westmore,	....	....	....	...	...	...	...	...	...	...	...
Totals,	6,030	5,295	382	10	47	97	115	304.33	455	96	5,308

STATISTICS BY TOWNS—ORLEANS COUNTY.

TABLE NO. 20--Continued.

Towns.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole number of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole number of teachers employed.
Albany,	254	90	344	15	23	55	289	5	20	25
Barton,	167	109	276	12	23	12	264	1	14	15
Brownington,	60	26	164	8	23.43	12	152	1	12	13
Charleston,	162	69	230	11	20.91	12	218	1	16	17
Coventry,	117	73	190	7	34.45	59	181	4	7	11
Craftsbury,	217	94	311	15	22.6	59	252	3	20	23
Derby,	178.5	121.5	300	12	25	48	252	3	18	21
Glover,	180	75	255	11	22	39.5	215.5	5	16	21
Greensboro,	175	65	240	10	24	55	185	5	12	17
Holland,	146	38	184	8	23	24	160	2	10	12
Irasburgh,	198.33	51.67	250	11	22.76	48	202	4	16	20
Jay,	72	39	111	5	22.2	12	99	1	8	9
Lowell,	148	40	188	9	20.89	.....	188	...	13	13
Morgan,	117	22.5	139.5	6	23.5	22.5	117	2	9	11
Newport,	315	80	395	15	25	56	339	5	25	30
Salem,	110	40	150	7	21.43	12	138	1	13	14
Troy,	250	52	302	14	23.25	58	244	4	17	21
Westfield,	93.5	45	138.5	6	23.08	.....	138.5	....	11	11
Westmore,	.....	....	.....	...	....	.....	.....	....	....	....
Totals,	2,960.33	1,130.67	4,168	182	Av. 22.9	585	3,584	47	257	804

STATISTICS BY TOWNS—ORLEANS COUNTY.

TABLE NO. 20--Continued.

TOWNS.	No. of teachers who had not taught before.	No. of teachers who had taught before.	No. of teachers who had taught before in the same district.	No. of teachers who had attended a Vermont Normal School.	No. of teachers holding Normal School certificates.	No. of teachers holding institute certificates.	No. of teachers who taught without certificates.	No. of teachers who "boarded around."	No. of teachers who left their schools before the close of their engagements.	No. of teachers examined by Superintendent.	No. of teachers who passed the examination.	No. of teachers examined at the regular spring and fall examinations.	No. of teachers' certificates granted by Superintendent.	No. of teachers' certificates annulled by Superintendent.
Albany,	6	19	6	5	3	...	...	12	2	22	22	9	22	...
Barton,	2	13	6	4	2	1	...	...	1	12	12	12	12	...
Brownington,	2	11	4	3	2	...	...	2	...	9	9	9	9	...
Charleston,	...	17	3	...	...	...	1	10	2	17	9	7	17	1
Coventry,	4	7	1	5	1	...	1	2	1	16	12	11	13	...
Craftsbury,	2	21	5	...	2	4	...	8	...	19	19	14	17	...
Derby,	7	14	5	1	...	...	...	1	...	27	27	21	27	...
Glover,	4	17	4	4	...	...	...	7	2	17	11	11	17	...
Greensboro,	2	15	3	2	1	...	...	...	2	14	14	2	14	...
Holland,	7	5	1	...	...	...	...	5	...	13	11	5	13	...
Irasburgh,	4	16	6	1	1	1	3	1	3	16	13	6	13	...
Jay,	2	7	3	1	...	...	1	...	...	8	6	2	8	2
Lowell,	5	8	5	3	1	...	...	1	4	12	12	10	12	...
Morgan,	2	9	2	...	...	...	...	6	1	11	11	5	12	...
Newport,	2	28	5	3	...	...	...	9	...	31	30	11	30	...
Salem,	3	11	1	...	...	...	1	2	...	15	13	...	13	...
Troy,	...	21	3	2	2	...	...	...	...	18	18	13	18	...
Westfield,	...	11	5	5	...	...	...	...	1	11	10	5	11	...
Westmore,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Totals,	54	250	68	39	15	7	7	66	19	290	259	163	278	3

STATISTICS BY TOWNS—ORLEANS COUNTY.

TABLE NO. 20--Continued.

TOWNS.	No. of cases of tardiness.	No. of cases of dismissal before close of session.	No. of pupils having no absences.	No. of visits by Superintendent.	No. of visits by Prudential Committees.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school-houses.	No. of school-houses in good condition.	No. of school-houses unfit for their purpose.	No. of school-houses with yards inclosed.
Albany,	2,316	144	64	56	57	154	20	.67	15	14	1	1
Barton,	1,109	212	194	18	15	167	17	1	10	7	3	4
Brownington,	1,405	309	39	22	6	104	16.5	.5	8	5	3	1
Charleston,	3,387	393	83	25	3	97	21	2	12	7	4	2
Coventry,	1,478	127	32	40	4	93	18	3	7	3	2	1
Craftsbury,	2,889	271	56	29	11	126	11	1	14	12	2	7
Derby,	3,086	451	59	47	18	128	21.58	.68	13	9	3	1
Glover,	1,044	92	86	41	10	176	20	3	11	7	3	2
Greensboro,	1,302	119	74	2	7	99	19	1.2	11	9	1	...
Holland,	569	212	20	28	10	72	19	...	8	7	1	1
Irasburgh,	1,354	144	40	35	8	117	18.54	1.1	12	8	2	1
Jay,	250	141	16	11	1	40	19.9	1	6	4	2	...
Lowell,	633	133	32	30	14	66	26.87	.56	8	7	1	...
Morgan,	904	235	23	12	1	81	35	1	7	6	1	1
Newport,	2,551	216	106	37	28	265	18.5	.8	12	7	5	1
Salem,	1,408	96	22	11	8	81	17	.5	7	5	2	2
Troy,	5,441	339	43	30	4	28	16	.7	13	10	3	1
Westfield,	958	93	32	25	10	59	20.25	1.33	6	5	1	...
Westmore,	.....	...	....	....	....	....	....	....	....	....	....	....
Totals,	32,084	3,727	971	499	163	1,951	Av. 19	20.04	180	132	40	26

STATISTICS BY TOWNS—ORLEANS COUNTY.

TABLE NO. 20--Continued.

TOWNS.	No. of school-houses with wood-houses.	No. of school-houses built within the last 5 years.	No. of school-houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school-houses properly ventilated.	No. of districts owning Unabridged Dictionary.	No. of districts owning globes.	No. of districts owning wall maps.	No. of school-houses without suitable black boards.	No. of school-houses without clocks.	No. of school-houses without thermometers.
Albany,	14	1	...	...	15	11	...	...	...	...	13	15
Barton,	6	2	...	...	10	...	2	3	3	2	7	10
Brownington,	8	1	...	...	8	6	...	2	...	...	...	...
Charleston,	9	2	...	...	12	1	...	1	...	2	12	12
Coventry,	3	1	...	...	7	...	...	1	2	3	7	6
Craftsbury,	14	3	...	...	14	5	3	1	3	...	14	14
Derby,	13	...	...	...	13	9	...	3	2	...	10	13
Glover,	10	...	...	...	11	10	...	...	3	2	10	11
Greensboro,	9	2	...	...	11	8	2	2	1	4	11	11
Holland,	7	3	...	...	8	3	...	...	...	7	8	8
Irasburgh,	12	...	...	...	12	...	1	2	4	...	12	12
Jay,	2	...	...	...	6	5	...	...	...	...	6	6
Lowell,	6	5	...	...	8	4	...	...	...	4	8	8
Morgan,	6	2	...	...	7	5	...	2	...	...	7	7
Newport,	11	2	...	...	12	7	1	2	2	...	11	12
Salem,	6	1	...	...	7	...	...	...	...	1	7	7
Troy,	10	...	...	...	13	...	...	...	1	...	13	13
Westfield,	5	2	...	...	6	6	...	...	...	...	6	6
Westmore,	...	...	...	...	...	...	...	...	...	...	...	...
Totals,	151	27	...	...	180	79	9	17	21	25	162	171

STATISTICS BY TOWNS—ORLEANS COUNTY.

TABLE NO. 20--Continued.

Towns.	Wages of male teachers exclusive of board.	Wages of female teach- ers exclusive of board.	Cost of board of teach- ers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for incl- dentals.	Superintendent's bill against the State.
Albany,	\$297.00	\$ 921.00	\$ 696.70	\$1,914.70	\$187.56	\$40.93	\$20.14	\$38.00
Barton,	90.00	1,346.00	832.95	2,268.95	174.70	21.70	28.39	22.50
Brownington,	60.00	579.00	324.00	963.00	75.89	1.25	20.16	20.00
Charleston,	66.00	832.55	542.75	1,441.30	157.91	205.75	16.29	16.50
Coventry,	310.00	477.00	448.00	1,235.00	96.00	.75	36.46	29.00
Craftsbury,	242.00	913.00	672.00	1,827.00	155.55	13.85	44.02	22.00
Derby,	252.00	855.50	700.65	1,808.15	200.35	6.28	51.49	28.50
Glover,	251.00	821.49	532.43	1,604.92	175.59	5.50	29.02	30.75
Greensboro,	306.00	655.88	415.92	1,377.80	107.74	1.00	68.15	7.00
Holland.	114.00	489.00	347.40	950.40	95.35	37.85	17.10	22.00
Irasburgh.	268.00	705.20	433.15	1,406.35	138.95	1.00	60.25	32.50
Jay,	75.00	279.60	194.70	549.30	48.40	.....	7.50	13.00
Lowell,	.....	617.38	385.63	1,003.01	115.18	66.29	44.01	23.00
Morgan,	104.25	331.00	257.55	692.80	79.44	.....	1.41	13.00
Newport,	390.80	977.00	802.20	2,170.00	200.28	22.85	119.77	30.00
Salem,	60.00	365.50	343.80	769.30	79.96	7.00	4.30	20.00
Troy,	309.00	735.00	689.00	1,723.00	161.50	16.28	8.50	35.00
Westfield,	.....	457.25	273.00	730.25	38.23	.87	17.52	19.60
Westmore,	.....	.....	.....	.....	.....	.....	.....	.....
Totals,	\$3,195.05	\$12,368.36	\$8,791.83	\$24,435.24	\$2,288.58	\$449.15	\$593.98	\$421.75

STATISTICS BY TOWNS—ORLEANS COUNTY.

TABLE NO. 20--Continued.

TOWNS.	No. of school-houses with wood-houses.	No. of school-houses built within the last 5 years.	No. of school-houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school-houses properly ventilated.	No. of districts owning unabridged Diction-aries.	No. of districts owning globes.	No. of districts owning wall maps.	No. of school-houses without suitable black boards.	No. of school-houses without clocks.	No. of school-houses without thermom-eters.
Albany.	14	1	...	...	15	11	...	...	...	...	13	15
Barton,	6	2	...	...	10	...	2	3	3	2	7	10
Brownington,	8	1	...	...	8	6	...	2	...	...	...	...
Charleston,	9	2	...	...	12	1	...	1	...	2	12	...
Coventry,	3	1	...	...	7	...	...	1	2	3	7	6
Craftsbury,	14	3	...	...	14	5	3	1	3	...	14	14
Derby,	13	...	...	...	13	9	...	3	2	...	10	13
Glover,	10	...	...	...	11	10	...	...	3	2	10	11
Greensboro,	9	2	...	...	11	8	2	...	1	4	11	11
Holland,	7	3	...	...	8	3	...	...	...	7	8	8
Irasburgh,	12	...	...	...	12	...	1	2	4	...	12	12
Jay,	2	...	...	...	6	5	...	...	...	...	6	6
Lowell,	6	5	...	...	8	4	...	...	...	4	8	8
Morgan,	6	2	...	...	7	5	...	...	...	...	7	7
Newport,	11	2	...	...	12	7	1	2	2	...	11	12
Salem.	6	1	...	...	7	...	...	...	...	1	7	7
Troy,	10	...	...	...	13	...	...	...	1	...	13	13
Westfield,	5	2	...	...	6	5	...	...	...	...	6	6
Westmore,	...	...	...	...	...	...	...	...	...	...	...	...
Totals,	151	27	...	...	180	79	9	17	21	25	162	171

STATISTICS BY TOWNS—ORLEANS COUNTY.

TABLE NO. 20--Continued.

TOWNS.	Wages of male teachers exclusive of board.	Wages of female teachers exclusive of board.	Cost of board of teachers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for incidents.	Superintendent's bill against the State.
Albany,	\$297.00	\$ 921.00	\$ 696.70	\$1,914.70	\$187.56	\$40.93	\$20.14	\$38.00
Barton,	90.00	1,346.00	832.95	2,268.95	174.70	21.70	28.39	22.50
Brownington,	60.00	579.00	324.00	963.00	75.89	1.25	20.16	20.00
Charleston,	66.00	832.55	542.75	1,441.30	157.91	205.75	16.29	16.50
Coventry,	310.00	477.00	448.00	1,235.00	96.00	.75	36.46	29.00
Craftsbury,	242.00	913.00	672.00	1,827.00	155.55	13.85	44.02	22.00
Derby,	252.00	855.50	700.65	1,808.15	200.35	6.28	51.49	28.50
Glover,	251.00	821.49	532.43	1,604.92	175.59	5.50	29.02	30.75
Greensboro,	306.00	655.88	415.92	1,377.80	107.74	1.00	68.15	7.00
Holland,	114.00	489.00	347.40	950.40	95.35	37.85	17.10	22.00
Irasburgh,	268.00	705.20	433.15	1,406.35	138.95	1.00	60.25	32.50
Jay,	75.00	279.60	194.70	549.30	48.40	.....	7.50	13.00
Lowell,	.....	617.38	385.63	1,003.01	115.18	66.29	44.01	23.00
Morgan,	104.25	331.00	257.55	692.80	79.44	.....	1.41	13.00
Newport,	390.80	977.00	802.20	2,170.00	200.28	22.85	119.77	30.00
Salen,	60.00	365.50	343.80	769.30	79.96	7.00	4.30	20.00
Troy,	300.00	735.00	689.00	1,723.00	161.50	16.28	8.50	35.00
Westfield,	.....	457.25	273.00	730.25	38.23	.87	17.52	19.00
Westmore,	.....	.....	.....	.....	.....	.....	.....	.....
Totals,	\$3,195.05	\$12,368.36	\$8,791.83	\$24,435.24	\$2,288.58	\$449.15	\$593.98	\$421.75

STATISTICS BY TOWNS-ORLEANS COUNTY.

TABLE NO. 20--Concluded.

TOWNS.	Amount voted to be paid to the town.	Amount paid Superintendent for examination of teachers.	Cost of new school-house.	Cost of repairing school-houses.	Amount of public money distributed in March, 1871.	Amount raised on the grand list by districts.	Amount raised on the grand list by towns, for school purposes.	Highest rate per cent raised on the grand list by any district, for school purposes.	Lowest rate per cent raised on the grand list, by any district, for school purposes.	Estimated cash value of school-houses and school-grounds.
Albany.	....	\$3.00	....	\$ 30.24	\$467.00	\$1,796.27	\$285.62	60	40	\$ 3,000
Barren.	....	.50	....	39.02	714.36	1,733.05	....	35	14	7,250
Brownington.	....	....	....	42.00	336.96	419.82	....	....	....	2,200
Charleston.	\$16.50	2.50	....	28.70	349.86	1,363.97	....	50	40	5,225
Coventry.	10.00	2.00	....	22.25	....	1,064.78	....	....	....	5,075
Craftsbury.	....	2.50	\$800.00	119.45	706.00	16.30	....	....	....	10,000
Derby.	22.50	2.50	....	152.99	770.79	1,783.20	728.86	30	12.5	6,000
Glover.	....	3.00	....	21.00	462.46	1,218.05	298.26	35	25	4,220
Greensboro.	....	....	....	107.10	355.77	1,198.00	....	96	25	4,400
Holland.	....	3.12	....	2.85	117.70	1,379.95	125.00	95	65	1,952
Irasburgh.	....	5.00	....	22.03	503.90	1,333.98	....	....	....	6,200
Jay.	....	2.00	....	66.24	180.00	543.09	92.67	90	35	1,200
Lowell.	19.00	1.00	....	181.74	265.60	1,540.37	142.63	110	40	4,500
Morgan.	....	1.00	....	109.00	131.51	863.09	43.83	235	50	1,800
Newport.	20.00	8.91	....	43.20	526.00	2,188.36	486.44	140	45	9,750
Salem.	....	4.00	....	....	25.34	687.56	....	85	42	3,000
Troy.	....	1.50	....	40.00	350.00	1,544.50	....	60	25	5,300
Westfield.	....	1.00	....	11.29	204.07	808.06	157.72	125	22	2,500
Westmore.	....	....	....	....	....	....	....	....	....	....
Totals.	\$88.00	\$43.52	\$800.00	\$1,039.10	\$6,527.32	\$21,482.40	\$2,361.03	....	....	\$83,572

STATISTICS BY TOWNS—RUTLAND COUNTY.

TABLE NO. 21--RUTLAND COUNTY.
Statistics Compiled from Reports of Town Superintendents for the year ending March 31, 1872.

TOWNS.	No. of sanitized schools.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts volving to have no schools.	Average No. of vol- unters attend- ing school.	No. of per- manent sc. lect or pri- vate schools.	No. of dis- tricts fail- ing to file registers.	No. of families.	No. of fam- ilies having children under 20 yrs. of age.	No. of children between 5 and 10 yrs. of age.	No. of children between 10 and 15 yrs. of age.	No. of children between 15 and 20 yrs. of age.
Benson,	9	2	..	..	13	..	..	277	175	136	129	89
Brandon,	14	..	1	..	20	1	..	669	531	334	365	299
Castleton,	12	1	3	..	15	..	..	520	382	269	335	244
Chittenden,	8	3	..	..	10	..	..	150	90	69	63	53
Clarendon,	9	2	..	..	16	..	..	242	162	117	129	96
Danby.	12	3	..	1	13	..	..	267	209	131	149	129
Fairhaven,	5	..	..	..	14	1	3	450	358	230	250	130
Hubbardton,	6	3	..	..	9	..	5	128	93	79	80	55
Ira,	4	..	..	..	9	..	..	75	51	45	15	12
Mendon,	6	2	..	..	15	..	1	146	119	91	109	44
Middletown,	8	1	1	1	9	..	..	178	109	69	72	53
Mt Holly,	12	2	1	..	16	..	..	299	218	129	142	96
Mt. Tabor,	4	2	..	..	9	..	..	54	36	26	32	23
Pawlet,	..	..	..	..	..	..	..	..	..	..	..	..
Pittsfield,	3	2	..	..	16	..	..	100	50	29	24	20
Pittsford,	13	3	..	..	15	..	1	433	304	205	190	183
Poultney,	17	2	2	..	15	1	..	552	403	209	269	231
Rutland,	22	3	..	..	20	..	..	2,019	1,544	859	885	659
Sherburne,	5	2	1	..	12	..	..	106	73	58	50	24
Shrewsbury,	14	..	..	..	10	..	..	250	173	153	118	88
Sudbury.	5	3	..	..	20	..	..	129	78	49	61	39
Tinmouth.	5	4	1	..	12	..	..	128	85	50	72	63
Wallingford,	8	5	..	..	16	..	..	455	316	209	219	134
Wells,	7	1	1	..	14	..	..	148	93	71	49	34
Westhaven,	7	..	1	1	7	1	..	78	52	37	40	41
Totals,	215	46	12	2	327	4	10	7,963	5,704	3,734	3,847	2,838

STATISTICS BY TOWNS—RUTLAND COUNTY.

TABLE NO. 21--Continued.

TOWNS.	Total No. of children between 5 and 20 yrs.	No. of persons between 5 and 20 years of age attending common schools.	No. of terms of school during the year.	No. of terms with an average daily attendance of not more than 5 pupils.	No. of terms with an average daily attendance of 5 to 10 pupils.	No. of terms with an average daily attendance of 10 to 15 pupils.	No. of terms with an average daily attendance of 15 to 20 pupils.	Average daily attendance in all the schools.	No. of resident pupils attending public schools.	No. of non-resident pupils attending other schools in town.	No. of non-resident pupils attending other schools in town.
Benson,	359	294	28	1	3	13	7	15	...	...	...
Brandon,	998	831	46	...	3	4	2	28	...	...	...
Castleton,	848	418	19	...	...	...	2	29	168	25	...
Chittenden,	200	161	15	...	...	5	3	13.6	3	...	...
Clarendon,	342	280	19	...	1	4	5	20	...	...	...
Danby,	409	320	24	4	6	6	2	15	30	...	...
Fairhaven,	470	501	27	...	3	3	1	30	50	...	...
Hubbardton,	216	175	19	...	2	3	4	10.5	...	...	...
Ira,	72	95	8	...	2	2	2	10.25	30	10	...
Mendon,	221	309	14	2	5	5	2	14.67	...	...	...
Middletown,	194	186	14	...	3	2	2	14.33	30	...	...
Mt Holly,	367	318	24	...	2	6	5	15.5	...	...	...
Mt. Tabor,	80	66	9	2	5	1	...	10	...	...	...
Pawlet,	...	...	...	...	...	...	...	...	...	...	...
Pittsfield,	72	98	9	...	1	4	2	16	30	3	...
Pittsford,	578	522	31	...	7	7	6	24.75	...	...	...
Poultney,	808	649	35	...	6	9	3	23.5	124	...	...
Rutland,	3,075	4,178	101	3	15	21	12	35	21	...	...
Sherburne,	132	111	12	...	5	5	2	10.75	20	...	...
Shrewsbury,	359	313	27	2	12	6	4	12	...	...	...
Sudbury,	149	153	13	1	2	8	6	13.12	...	...	...
Tinmouth,	185	155	13	...	3	6	4	11	...	14	...
Wallingford,	562	534	35	...	5	6	8	21.5	16	4	...
Wells,	154	131	11	1	2	6	...	14	...	...	...
Westhaven,	118	107	12	3	4	5	...	9	50	3	...
Totals.	10,968	10,805	565	19	106	182	84	416.47	572	59	...

STATISTICS BY TOWNS—RUTLAND COUNTY.

TABLE NO. 21--Continued.

TOWNS.	Total No. attending of any kind in town.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole No. of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole No. of teachers employed.
Benson,	294	238.25	93.25	331.5	12	28	62	269.5	5	16	21
Brandon,	908	432	114	546	19	28	62	484	5	26	31
Castleton,	611	274	124	398	9	21	70	328	3	12	15
Chittenden,	164	162	23	200	8	25	..	200	...	13	13
Clarendon,	280	151	93	244	9	27.11	88	156	7	11	18
Danby,	350	145	120	295	15	19	69	226	6	13	19
Fairhaven,	551	94	30	301	10	30.1	34	267	2	15	17
Hubbardton,	175	167	55	222	9	24.67	20	202	2	14	16
Ira,	130	66	34.5	100.5	4	25	11.5	89	2	6	8
Mendon,	309	107	65	172	7	24.57	16	156	1	9	10
Middleton,	216	102	64	166	7	23.25	28	138	2	9	11
Mt. Holly,	318	204	78	282	11	25.64	64	215	5	13	18
Mt Tabor,	66	68	21	89	4	22.25	13	76	2	6	8
Pawlet,	...	...	...	...	...	...	...	...	...	...	...
Pittsfield,	131	80	15	95	4	23.75	12	83	1	6	7
Pittsford,	522	237	195	432	14	30.86	...	432	...	26	26
Poultney,	773	238	125.5	363	16	23	27	362	2	23	25
Rutland,	4,199	907	261	1,334	38	15	210	1,124	9	47	56
Sherburne,	111	100	34	134	6	22.33	10	124	1	8	9
Shrewsbury,	313	242.75	95.25	338	14	23.43	17	321	2	24	26
Sudbury,	153	192.5	36	264	5	27.2	40	96	3	6	9
Tinnmouth,	169	70	56	160	6	12.31	36	124	3	7	10
Wallingford,	554	279	105	410	15	27.33	96	314	8	19	27
Wells,	131	101	149	150	6	23	24	126	2	9	11
Westhaven,	120	...	150	150	6	25	42	108	3	8	11
Totals,	11,568	4,557.5	2,136.5	7,177	254	28.26	1,051.5	6,020.5	76	346	422

STATISTICS BY TOWNS—RUTLAND COUNTY.

TABLE NO. 21--Continued.

TOWNS.	No. of teachers who had not taught before.	No. of teachers who had taught before.	No. of teachers who had taught before in the same list.	No. of teachers who had attended a Normal School.	No. of teachers holding Normal School certificates.	No. of teachers holding In. State certificates.	No. of teachers without certificates.	No. of teachers who "boarded" around.	No. teach. ers who left their schools before the close of their ex- aminations.	No. of teachers examined by Supl.	No. of teachers who passed the exami- nation.
Benson.	5	16	6	0	0	0	0	15	1	19	19
Brandon.	7	24	15	1	0	1	0	1	1	36	30
Castleton.	1	14	3	3	1	1	0	2	0	13	13
Chittenden.	0	12	3	1	0	0	0	11	1	17	10
Clarendon.	0	19	3	1	1	0	0	0	2	22	19
Danby.	0	14	4	1	1	0	0	0	0	16	14
Fairhaven.	3	12	1	1	1	0	0	3	1	11	11
Hubbardton.	4	3	1	5	3	1	0	0	1	6	1
Ira.	5	8	1	1	1	0	1	1	0	10	4
Mendon.	2	9	3	1	1	0	0	5	0	10	9
Middletown.	2	9	3	1	1	0	0	2	0	10	13
Mt. Holly.	3	15	1	1	0	0	0	2	0	18	2
Mt Tabor.	1	7	2	0	0	0	0	2	0	8	0
Pawlet.	0	0	0	0	0	0	1	0	0	0	0
Pittsfield.	2	5	3	3	0	0	1	0	0	4	0
Pittsford.	5	21	4	1	1	0	2	3	4	24	19
Poultney.	7	18	4	2	1	0	0	7	1	21	20
Rutland.	5	51	18	2	3	0	0	10	1	61	51
Sherburne.	0	9	4	2	0	0	1	1	0	8	1
Shrewsbury.	10	16	4	0	0	0	1	1	2	26	26
Sudbury.	1	8	3	0	0	0	0	7	0	9	6
Tinmouth.	0	10	1	1	0	1	0	9	1	8	8
Wallingford.	7	20	0	0	3	0	3	8	5	31	25
Wells.	2	9	4	0	0	0	0	8	0	9	9
Westhaven.	1	10	1	1	0	0	1	0	1	12	2
Totals.	69	320	97	30	18	11	9	109	22	402	320

STATISTICS BY TOWNS—RUTLAND COUNTY.

TABLE NO. 21--Continued.

Towns.	Teachers examined at spring examinations.	Teachers' certificates granted by Supt.	Teachers' certificates annulled by Supt.	No. of cases of diphtheria.	No. of cases before close of session.	No. of pupils having fences.	No. of visits by Supt.	No. of visits by Privileged Com.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school- houses in town.	School- houses in good con- dition.	School- houses un- fit for use.
Benson,	8	19	...	3,827	507	52	37	21	281	14	1	11	9	2
Brandon,	20	30	...	3,099	697	169	40	...	...	16	60	14	8	6
Castleton,	5	13	...	3,592	482	23	10	10	...	9	2	12	10	1
Chittenden,	...	7	...	957	119	13	5	4	80	17	...	9	7	1
Clarendon,	5	15	...	2,203	290	28	39	10	153	16.44	.22	9	7	2
Danby,	10	19	...	2,416	338	40	25	5	128	16	2	12	9	3
Fairhaven,	6	16	...	5,310	856	63	23	39	120	12	2	5	3	2
Hubbardton,	5	11	...	1,567	332	37	12	5	87	15.78	...	9	6	3
Ira,	3	6	...	2,088	125	4	9	5	39	18.75	.75	5	2	2
Mendon,	6	10	...	904	223	10	6	5	21	13	4	7	4	3
Middletown,	7	9	...	2,158	728	11	10	1	138	22	.86	8	3	5
Mt. Holly,	9	18	...	1,054	253	86	5	6	177	22.45	.4	12	8	3
Mt. Tabor,	1	8	...	851	75	9	4	4	40	32.5	1	4	4	3
Pawlet,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pittsfield,	...	4	...	383	109	22	8	3	31	19	.5	4	4	...
Pittsford,	14	19	...	2,586	338	70	26	33	145	18.83	1	14	8	6
Poultney,	13	24	...	8,928	936	30	15	25	130	15	.5	14	9	5
Rutland,	29	51	...	14,507	1,191	457	81	170	757	15	3	23	17	6
Sherburne,	6	8	...	919	155	19	13	2	65	20	.33	7	4	2
Shrewsbury,	9	26	2	1,359	313	56	22	6	130	18.5	1.43	14	9	5
Sudbury,	9	9	...	770	173	13	9	1	48	34.2	.4	5	5	...
Tinnmouth,	8	8	...	300	251	4	6	3	33	7	2	7	1	5
Wallingford,	13	25	...	2,939	1,301	142	56	43	379	21.5	1.5	13	7	6
Wells,	7	9	...	1,132	197	19	17	3	79	15	2	7	6	...
Westhaven,	5	11	...	1,269	109	10	12	2	71	18	2	7	6	1
Totals,	198	375	2	65,118	10,159	1,387	490	406	3,284	18	88.89	232	156	68

STATISTICS BY TOWNS—RUTLAND COUNTY.

TABLE NO. 21--Concluded.

Towns.	Amount paid super- intendent for exam- ination of teachers.	Cost of new school- houses.	Cost of re- pairing school- houses.	Amount of public mon- ey distrib- uted in March, 71.	Amount raised on the grand list by dis- tricts.	Amount raised on the grand list by towns for school pur- poses.	Highest rate per cent raised on the grand list by any district.	Lowest rate per cent raised on the grand list by any district.	Estimated cash value of school houses and grounds.
Benson,	\$ 3.00	.....	\$ 16.35	\$ 476.33	\$1,436.92	\$ 257.04	....	....	\$ 4,000
Brandon,	3.50	\$325.00	86.96	1,428.00	6,669.81	1,428.28	....	....	25,000
Castlet n.	4.00	....	64.00	821.24	2,713.00	.....	20	15	15,000
Chittenden,	....	300.00	35.25	203.35	1,120.00	156.80	....	....	3,000
Clarendon,	4.00	.....	710.35	589.00	1,361.34	.....	200	....	7,500
Darby,	3.50	.....	82.19	635.57	1,141.87	332.76	60	15	4,500
Fairhaven,	....	500.00	50.00	769.00	.....	.....	40	18	9,400
Hubbardton,	6.00	.....	34.07	229.68	1,112.69	102.85	....	....	.....
Ira,	.50	.....	16.84	176.34	431.00	.....	35	10	1,000
Mendon,	....	360.00	10.00	200.00	476.95	215.00	75	30	1,850
Middletown,	....	.....	7.15	277.30	617.00	202.01	18	14	2,500
Mt. Holly,	1.50	.....	27.00	523.14	1,529.03	331.00	50	25	7,600
Mt. Tabor,	1.50	.....	6.40	149.64	520.60	62.56	45	38	1,000
Pawlet,	....	.....	.....	.....	.....	.....	....	....	.....
Pittsfield,	.50	.....	25.72	125.68	337.33	.....	35	30	900
Pittsford,	1.50	.....	49.00	1,804.62	1,706.98	1,006.97	25	9	12,000
Poultney,	5.00	.....	122.47	879.76	2,768.50	.....	40	12	5,000
Rutland,	6.50	4,000.00	1,243.00	4,110.00	12,619.00	3,011.18	60	20	45,000
Sherburne,	.25	.....	2.50	158.34	.....	60.55	....	50	2,700
Shrewsbury,	6.00	.....	104.00	480.08	1,350.03	.....	30	15	7,000
Sudbury,	2.00	....	11.17	241.41	792.59	235.34	42	15	5,000
Tinmouth,	....	.....	15.00	380.00	610.00	210.00	50	19	6,300
Wallingford,	7.00	.....	47.81	769.00	2,446.79	277.00	....	....	6,300
Wells,	....	.....	27.00	261.00	518.11	.....	16	12	1,800
Westhaven,	1.75	.....	162.00	900.00	798.60	.....	....	....	2,500
Totals,	\$58.00	\$5,485.00	\$2,956.23	\$15,867.48	\$48,778.14	\$7,889.34			\$174,850

STATISTICS BY TOWNS—RUTLAND COUNTY.

TABLE NO. 21--Continued.

TOWNS.	Wages of male teachers, exclusive of board.	Wages of female teachers, exclusive of board.	Cost of board of teachers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for incidentals.	Superintendent's bill against the State.	Amount voted to be paid Superintendent by town.
Benson,	\$398.50	\$963.00	\$677.00	\$2,038.50	\$167.37	\$ 6.50	\$69.72	\$25.00	\$20.00
Brandon,	1,576 00	3,611.00	1,062.00	6,249.00	600.00	120.00	93.00	35.00	.....
Castleton,	576.00	1,278.00	693.00	2,547.00	293.00	48.00	150.00	20.00	.....
Chittenden,	.....	661.00	407 00	1,068.00	108.41	2.50	.....	15 00	.....
Clarendon,	629.30	639.57	698.52	1,967.39	148.60	3.45	23.65	27 00	.....
Danby,	391.12	834.00	735.27	1,960.39	175.60	3.00	62.58	34.00	.....
Fairhaven,	500.00	1,183 00	759.00	2,442.00	240.00	.....	30.00	19.50	.....
Hubbardton,	82.00	632.50	500.00	1,214.50	95.08	.50	7.00	16.00	.....
Ira,	69.00	325 52	232.00	626.52	53.37	1.40	.....	11.00	.....
Mendon,	120.00	419.00	285.68	824.68	93.10	44.40	6.28	10.00	.....
Middletown,	165.00	429.57	360.00	954.57	69.75	.....	10.25	16 00	.....
Mt. Holly,	451.00	762.45	604.50	1,817.95	148.03	32.50	22.98	12.00	.....
Mt. Tabor,	80.00	189.00	191.00	460.00	49.75	1.50	3.52	8.00	.....
Pawlet,	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pittsfield,	60.00	216.00	182.00	458.00	57.15	6.00	1.53	7.50	.....
Pittsford,	.....	1,640.90	1,063.75	2,704.65	306.79	21.46	101.13	17.00	17.00
Poultney,	312.00	1,720.50	1,007.50	3,040 00	244.83	4.10	51.74	25.10	.....
Rutland,	3,166.00	5,540.00	5,282.00	13,938.00	1,280.00	2,029.00	1,942.00	95.00	.....
Sherburne,	50 00	358.50	213.50	622.00	60.55	1.50	3 30	9.50	.....
Shrewsbury,	92.63	1,044.24	655.55	1,792.42	194.25	65.03	37.81	25.00	.....
Sudbury,	325.00	250.00	316.50	891.50	101.20	.....	22.18	12.00	.....
Tinnmouth,	200.00	420.00	300.00	920.00	70.00	.....	15.00	10.00	.....
Wallingford,	930.94	1,188.60	969.66	3,089.20	224.30	368.29	81.80	40.00	.....
Wells,	134.00	350.00	336.00	820 00	66.79	1.60	14.49	20.00	.....
Westhaven,	252.00	361.00	372.00	985.00	83.00	3.00	2.00	16.00	.....
Totals,	\$10,510.49	\$25,017.35	\$17,903.43	\$53,431.27	\$4,930.92	\$2,763.73	\$2,751.96	\$525.60	\$37.00

STATISTICS BY TOWNS—RUTLAND COUNTY.

TABLE NO. 21--Concluded.

TOWNS.	Amount paid super- intendent for exam- ination of teachers.	Cost of new school- houses.	Cost of re- pairing school- houses.	Amount of public mon- ey distrib- uted in March, '71.	Amount raised on the grand list by dis- tricts.	Amount raised on the grand list by towns for school pur- poses.	Highest rate per cent raised on the grand list by any district.	Lowest rate per cent raised on the grand list by any district.	Estimated cash value of school houses and grounds.
Benson,	\$ 3.00	.....	\$ 16.35	\$ 476.33	\$1,436.92	\$ 257.04	....	....	\$ 4,000
Brandon,	3.50	\$325.00	86.96	1,428.00	6,669.81	1,428.28	....	....	25,000
Castlet n.	4.00	....	64.00	821.24	2,713.00	.....	20	15	15,000
Chittenden,	....	300.00	35.25	203.35	1,120.00	156.80	....	....	3,000
Clarendon,	4.00	.....	710.35	589.10	1,361.34	.....	200	....	7,500
Darby,	3.50	.....	82.19	635.57	1,141.87	332.76	60	15	4,500
Fairhaven,	....	500.00	50.00	769.00	.....	.....	40	18	9,400
Hubbardton,	6.00	.....	34.07	229.68	1,112.69	102.85	....	....	.....
Ira,	.50	.....	16.84	176.34	431.00	.....	35	10	1,000
Mendon,	....	360.00	10.00	200.00	476.95	215.00	75	30	1,850
Middletown,	....	.....	7.15	277.30	617.00	202.01	18	14	2,500
Mt. Holly,	1.50	.....	27.00	523.14	1,529.03	331.00	50	25	7,600
Mt. Tabor,	1.50	.....	6.40	149.64	520.60	62.56	45	38	1,000
Pawlet,	....	.....	.....	.....	.....	.....	....	....	.....
Pittsfield,	.50	.....	25.72	125.68	337.33	.....	35	30	900
Pittsford,	1.50	.....	49.00	1,804.62	1,706.98	1,006.97	25	9	12,000
Poultney,	5.00	.....	122.47	879.76	2,768.50	.....	40	12	5,000
Rutland,	6.50	4,000.00	1,243.00	4,110.00	12,619.00	3,011.18	60	20	45,000
Sherburne,	.25	.....	2.50	158.34	.....	60.55	....	50	2,700
Shrewsbury,	6.00	.....	104.00	480.08	1,350.03	.....	30	15	7,000
Sudbury,	2.00	....	11.17	241.41	792.59	235.34	42	15	5,000
Tinmouth,	....	.....	15.00	380.00	610.00	210.00	50	19	6,300
Wallingford,	7.00	.....	47.81	769.00	2,446.79	277.00	....	....	6,300
Wells,	....	.....	27.00	261.00	518.11	.....	16	12	1,800
Westhaven,	1.75	.....	162.00	900.00	798.60	.....	....	....	2,500
Totals,	\$58.00	\$5,485.00	\$2,956.23	\$15,867.48	\$48,778.14	\$7,889.34	.....	.....	\$174,850

STATISTICS BY TOWNS—WASHINGTON COUNTY.

TABLE NO. 22--WASHINGTON COUNTY. Statistics Compiled from Reports of Town Superintendents for the year ending March 31, 1872.												
TOWNS.	No. of organized school districts.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts voting to have no schools.	Average No. of voters attending school district meetings.	No. of permanent select or private schools.	No. of districts failing to file registers.	No. of families.	No. of families having children under 20 years of age.	No. of children between 5 and 10 years of age.	No. of children between 10 and 15 years of age.	No. of children between 15 and 20 years of age.
Barre,	12	2	...	...	12	...	...	428	245	145	116	112
Berlin,	7	6	...	...	15	...	...	317	231	137	159	147
Cabot,	13	...	...	...	14	...	...	332	202	121	118	76
Calais,	13	1	...	1	17	...	...	306	207	120	108	105
Duxbury,	7	1	...	...	13	...	...	209	168	127	116	83
E. Montpelier,	10	9	...	...	12.2	...	3	255	161	69	102	86
Fayston,	9	...	...	...	11.78	...	...	147	111	84	79	59
Marshfield,	10	1	...	...	18	...	...	242	159	97	104	63
Middlesex,	8	5	1	1	12.5	...	1	267	167	112	134	88
Montpelier,	...	...	...	...	...	...	...	675	450	221	264	304
Moretown,	10	7	1	1	10.5	...	1	275	202	145	119	98
Northfield,	19	1	3	2	18	...	...	761	526	344	402	315
Plainfield,	7	3	...	...	15	1	1	198	150	90	85	51
Roxbury,	11	2	2	...	96	1	...	195	115	98	90	63
Waitsfield,	...	...	...	...	...	...	...	215	150	96	88	60
Warren,	9	...	...	...	20	...	...	247	174	114	110	67
Waterbury,	17	...	1	...	14	1	...	546	384	241	240	191
Woodbury,	11	3	...	1	11	...	1	209	160	95	100	85
Worcester,	9	2	1	...	18	...	...	177	136	93	83	81
Totals,	182	43	11	6	227.98	3	7	6,001	4,098	2,549	2,617	2,134

STATISTICS BY TOWNS—WASHINGTON COUNTY.

TABLE NO. 22--Continued.

TOWNS.	Total No. of children between 5 and 20 years of age.	No. of persons between 5 and 9 years of age attending common schools.	No. of terms of school during the year.	No. of terms with an average daily attendance of not more than 5 pupils.	No. of terms with an average daily attendance of 5 to 10 pupils.	No. of terms with an average daily attendance of 10 to 15 pupils.	No. of terms with an average daily attendance of 15 to 20 pupils.	Average daily attendance in all the schools.	No. of resident pupils attending academies, seminaries, or private schools in town.	No. of non-resident pupils attending academies, seminaries, or private schools in town.	Total number attending schools of any kind in town.
Barre,	380	316	29	2	6	7	14	18	75	175	566
Berlin,	440	393	25	...	3	6	5	19.25	34	...	427
Cabot,	315	335	29	...	10	6	3	11.5	50	...	385
Calais,	329	326	32	...	6	2	6	18.8	5	...	331
Duxbury,	326	233	16	...	2	3	6	17.67	35	...	248
E. Montpelier,	257	222	22	...	8	5	5	15.5	...	...	222
Enyston,	222	210	18	2	4	3	...	12.5	...	...	210
Marshfield,	264	264	23	1	3	10	6	16.8	...	...	269
Middlesex,	334	328	27	1	3	12	4	13	25	...	328
Montpelier,	789	...	...	...	...	...	...	...	...	...	...
Moretown,	372	309	27	...	7	7	13	16	108	10	427
Northfield,	1,048	878	36	...	1	14	4	26.85	...	...	918
Plainfield,	226	16	...	...	4	1	5	20	53	...	278
Roxbury,	251	185	22	4	5	10	3	150	40	...	120
Waitsfield,	244	210	14	...	...	...	6	153	...	...	210
Warren,	291	252	20	...	4	3	3	17.67	65	...	317
Waterbury,	672	828	41	2	6	7	10	19.6	95	...	1,098
Woodbury,	280	248	21	...	4	3	1	17	...	...	248
Worcester,	257	210	16	1	8	3	1	7	...	...	210
Totals.	7,297	6,702	418	13	84	108	95	572.04	685	185	6,822

STATISTICS BY TOWNS—WASHINGTON COUNTY.

TABLE NO. 22--Continued.

TOWNS.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole number of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole number of teachers employed.
Barre,	197.5	118	315.5	14	22	47	268.5	4	23	27
Berlin,	187	89.5	270.5	12	22.5	34.5	236	4	18	22
Cabot,	243.5	75.5	319	15	20.8	46	273	4	17	21
Calais,	247	70	317	12	10	58	259	5	18	23
Duxbury,	126.5	56.5	183	8	24	12	171	1	13	14
E. Montpelier,	131.5	107.5	244.5	10	24.4	45.75	198.33	4	16	20
Fayston,	169.5	34.5	204	9	22.67	24	180	2	12	14
Marshfield,	159.5	49.5	209	11	20.45	44	165	4	13	17
Middlesex,	246	54	300	13	23	33	267	3	21	24
Montpelier,	.....	....	....	...	....	....	....	...	...	...
Moretown,	231	65	296	13	22.77	48	248	2	21	23
Northfield,	412.5	142	554.5	20	27.7	92.5	462	7	40	47
Plainfield,	118	36	166	8	20.75	34	120	5	11	16
Roxbury,	172	58	230	1	11	....	230	...	18	18
Waitsfield,	.....	....	168	7	24	....	168	...	10	10
Warren,	167.5	60.5	228	10	22.8	58	170	5	16	21
Waterbury,	226.5	121.5	348	18	25.75	51	297	2	26	28
Woodbury,	188.5	45.5	234	11	11.27	36	198	3	17	20
Worcester,	130.5	42.5	173	8	21.63	12	161	1	11	12
Totals,	3,354.5	1,226	4,760	200	Av. 23.8	675.75	4,071.86	56	321	377

STATISTICS BY TOWNS—WASHINGTON COUNTY.

TABLE NO. 22--Continued.

TOWNS.	No. of teachers who had not taught before	No. of teachers who had taught before.	No. of teachers who had taught before in the same district.	No. of teachers who had attended a Vermont Normal School.	No. of teachers holding Normal School certificates.	No. of teachers holding Institute certificates.	No. of teachers who taught without certificates.	No. of teachers who "boarded around."	No. of teachers who left their schools before the close of their engagements.	No. of teachers examined by Superintendent.	No. of teachers who passed the examination.	No. of teachers examined at the regular spring and fall examinations.	No. of teachers' certificates granted by Superintendent.	No. of teachers' certificates annulled by Superintendent.
Barre,	4	18	5	...	...	...	...	10	1	27	25	21	27	...
Berlin,	5	17	5	...	...	1	...	5	5	32	14	22	28	...
Cabot,	5	16	3	...	...	1	...	12	1	25	20	16	24	...
Calais,	4	19	1	...	...	1	...	6	1	16	...	12	18	...
Duxbury,	3	11	2	...	...	...	...	...	...	13	7	7	13	...
E. Montpelier,	2	18	4	...	...	1	...	6	2	5	18	4	18	...
Fayston,	3	11	2	...	...	2	...	9	...	14	10	8	12	...
Marshfield,	3	14	2	...	...	...	...	4	1	18	17	10	17	1
Middlesex,	5	19	4	...	...	...	1	4	3	18	12	7	18	...
Montpelier,	...	...	...	...	...	...	2	...	...	...	...	...	...	...
Moretown,	2	...	2	...	...	...	2	2	...	31	22	15	22	...
Northfield,	10	37	6	...	...	5	...	10	2	47	36	33	36	...
Plainfield,	3	13	4	...	...	1	...	6	2	14	13	6	14	...
Roxbury,	2	16	10	...	...	...	...	...	1	23	2	18	23	...
Waitsfield,	...	10	...	...	...	...	...	...	...	9	9	7	9	...
Warren,	5	16	6	...	...	1	...	1	3	20	20	13	20	1
Waterbury,	4	24	3	...	...	...	...	2	1	25	25	13	30	...
Woodbury,	6	14	2	...	...	...	...	4	2	21	20	7	20	...
Worcester,	5	7	2	...	...	...	...	4	1	10	8	8	12	...
Totals,	71	801	63	17	7	13	4	85	26	368	278	222	361	8

STATISTICS BY TOWNS—WASHINGTON COUNTY.

TABLE NO. 22--Continued.

TOWNS.	No. of cases of tardiness.	No. of cases of dismissals before close of session.	No. of pupils having no absences.	No. of visits by Superintendent.	No. of visits by Prudential Committees.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school-houses.	No. of school-houses in good condition.	No. of school-houses unfit for their purpose.	No. of school-houses with yards inclosed.
Barre,	771	184	134	45	7	200	15	15.33	17	10	7	3
Berlin,	1,462	205	68	28	18	148	20	6.67	12	8	4	2
Cabot,	1,487	312	62	48	15	188	16	2	14	9	3	...
Calais,	1,747	399	94	27	15	279	20.25	19.67	13	8	4	1
Duxbury,	2,058	265	19	9	2	122	22	.5	8	7	1	...
E. Montpelier,	1,657	301	45	20	8	208	21.1	1.75	10	10	...	...
Fayston,	3,263	420	19	34	3	184	18.78	.33	9	6	3	...
Marshfield,	832	204	64	16	9	123	17	...	10	5	5	...
Middlesex,	1,800	415	51	15	5	60	18.75	.86	13	8	4	1
Montpelier,	...	...	...	...	...	...	...	...	...	...	...	...
Moretown,	1,785	370	26	52	22	124	18.54	.38	14	10	4	2
Northfield,	3,765	772	84	36	66	341	20	2.6	20	11	6	1
Plainfield,	1,550	271	29	7	5	52	21	1.38	7	5	2	1
Roxbury,	990	159	34	6	5	112	15.45	...	12	4	3	10
Waitsfield,	1,038	60	54	25	41	106	20	16	6	6	...	1
Warren,	2,335	626	40	18	4	126	18.4	.8	9	7	2	...
Waterbury,	3,624	78	134	74	36	225	19	1	17	12	3	1
Woodbury,	1,062	214	46	30	5	154	17.25	.36	10	8	2	2
Worcester,	1,307	186	25	22	7	107	17	.12	9	5	4	2
Totals,	32,533	5,441	1,028	512	273	2,859	Av. 19	31.75	210	139	57	27

STATISTICS BY TOWNS—WASHINGTON COUNTY.

TABLE NO. 22--Continued.

TOWNS.	No. of school-houses with wood-houses.	No. of school-houses built within the last years.	No. of school houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school-houses properly ventilated.	No. of districts owning Unabridged Dictionaries.	No. of districts owning Globes.	No. of districts owning wall maps.	No. of school-houses without suitable black-boards.	No. of school-houses without clocks.	No. of school houses without thermometers.
Barre,	15	2	...	1	13	3	...	2	4	2	13	14
Berlin,	12	...	...	...	12	0	...	...	4	...	8	12
Chabot,	11	...	...	...	14	10	1	1	...	3	13	13
Chabula,	11	...	...	...	13	5	...	...	...	...	11	13
Duxbury,	7	1	...	...	8	7	...	...	7	...	8	8
E. Montpelier,	10	2	...	...	10	9	8	8	9	1	1	10
Fayston,	9	1	...	...	9	5	...	...	...	...	9	9
Marshfield,	9	...	...	...	10	6	1	...	...	3	10	10
Middlesex,	12	...	...	...	18	10	...	...	1	4	13	13
Montpelier,	...	...	...	...	...	...	...	...	...	...	...	...
Moretown,	10	...	...	...	14	10	...	...	2	4	14	14
Northfield,	18	3	...	...	20	10	1	2	6	5	20	20
Plainfield,	6	1	...	3	4	8	1	1	1	2	6	6
Roxbury,	4	...	...	...	12	4	...	1	1	...	12	12
Waitsfield,	6	1	...	...	6	6	1	1	3	...	5	6
Warren,	9	2	...	...	9	8	2	2	2	...	9	9
Waterbury,	15	2	...	...	17	9	2	4	5	9	15	17
Woodbury,	8	1	...	...	10	4	...	1	2	...	8	10
Worcester,	6	2	...	...	9	4	...	...	...	...	8	9
Totals,	178	20	...	4	208	110	17	28	48	80	188	206

STATISTICS BY TOWNS—WASHINGTON COUNTY.

TABLE NO. 22--Continued.

TOWNS.	Wages of male teachers exclusive of board.	Wages of female teach- ers, exclusive of board.	Cost of board of teach- ers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for inci- dents.	Superintendent's bill against the State.
Barre,	\$266.00	\$1,051.50	\$757.28-	\$2,074.78	\$167.41	\$ 6.72	\$50.91	\$50.00
Berlin,	189.00	829.00	628.67	1,046.67	190.53	29.25	58.28	16.00
Cabot,	350.00	797.00	737.40	1,884.40	163.99	6.50	43.04	33.75
Calais,	348.82	902.80	674.55	1,926.17	174.55	15.25	37.42	29.00
Duxbury,	66.00	549.50	350.24	965.74	99.11	.....	14.59	9.50
E. Montpelier,	288.33	631.25	591.75	1,511.33	166.63	3.89	27.64	25.00
Fayston,	106.00	578.00	363.60	1,047.60	112.92	2.50	18.16	25.00
Marshfield,	255.00	515.50	440.34	1,210.84	119.09	6.50	35.66	18.50
Middlesex,	160.00	770.50	615.50	1,545.00	157.63	5.55	19.76	14.00
Montpelier,	.....	.....	.....	.....	.....	.....	.....	.....
Moretown.	120.00	857.25	652.76	1,630.01	167.12	35.65	19.84	34.00
Northfield,	1,258.13	2,009.20	1,760.88	5,028.21	398.04	84.54	136.28	38.49
Plainfield,	238.90	405.56	419.97	1,064.43	78.99	2.25	30.05	14.00
Roxbury,	.....	728.00	480.00	1,208.00	300.00	5.00	4.00	10.00
Waitsfield,	.....	740.50	438.25	1,178.75	89.36	30.00	79.72	21.00
Warren,	310.45	498.50	466.93	1,275.88	102.83	19.65	79.25	21.00
Waterbury,	958.50	1,448.30	1,111.74	3,518.54	290.51	10.90	223.54	46.00
Woodbury,	199.00	624.20	486.54	1,309.74	131.09	5.42	30.68	30.00
Worcester,	75.00	423.00	352.74	850.74	64.03	16.55	19. 11	21.50
Totals,	\$5,189.13	\$14,359.56	\$11,329.14	\$30,877.83	\$2,973.83	\$286.12	\$927.93	\$456.74

STATISTICS BY TOWNS—WASHINGTON COUNTY.

TABLE NO. 22--Concluded.

Towns.	Amount voted to be paid or reimbursed by town.	Amount paid Superin- tendent for examina- tion of teachers.	Cost of new school buildings.	Cost of repairing school buildings.	Amount of public mon- ey distributed in March, 1871.	Amount raised on the Grand list by districts.	Amount raised on the Grand list by towns. for school purposes.	Highest rate per cent raised on the Grand list by any district, for school purposes.	Lowest rate per cent raised on the Grand list by any district, for school purposes.	Estimated cash value of school-houses and school-grounds.
Barre,	...	\$.50	...	\$ 21.20	\$825.99	\$1,174.06	...	12	6	\$ 3,000
Berlin,	\$8.00	1.00	...	121.78	563.98	1,402.91	\$275.02	53	25	3,600
Cabot,	...	2.00	...	33.62	523.39	1,645.67	460.00	...	...	...
Calais,	...	2.00	\$ 820.00	42.55	554.65	2,009.74	...	70	30	5,000
Duxbury,	...	1.50	...	237.41	290.00	...	139.79	80	33½	4,500
E. Montpelier,	28.00	572.31	1,157.51	...	40	15	3,200
Fayston,	...	3.00	...	177.08	203.00	1,334.95	...	167	60	3,000
Marshall,50	...	94.42	308.12	1,086.34	146.28	...	...	3,000
Middlesex,	...	2.50	...	.64	404.55	1,385.64	146.05	90	25	1,700
Montpelier,	1,200.00	...	...	...	...	...
Moretown,	...	2.00	...	79.92	355.90	1,478.69	...	80	13	7,000
Northfield,50	...	181.89	1,124.38	4,303.82	...	70	25	12,500
Plainfield,	35.83	261.00	1,897.06	...	50	1	6,000
Roxbury,	...	1.00	...	19.00	260.00	948.00	...	50	18	3,600
Waldsfield,50	...	25.00	441.45	...	...	...	...	3,500
Warren,	...	1.00	1,000.00	12.99	295.41	1,239.30	...	75	25	4,250
Waterbury,	...	5.50	...	818.99	1,026.18	4,060.30	900.00	68	25	9,100
Woodbury,	...	4.00	...	57.13	265.18	1,205.75	88.00	75	45	5,200
Worcester,	...	1.00	...	.60	253.05	747.39	115.77	...	...	4,000
Totals,	\$8.00	\$28.50	\$1,820.00	\$1,998.85	\$18,657.64	\$27,137.13	\$2,270.91	...	...	\$82,750

STATISTICS BY TOWNS—WINDHAM COUNTY.

TABLE NO. 23—WINDHAM COUNTY.
Statistics Compiled from Reports of Town Superintendents for the year ending March 31, 1872.

Towns.	No. of or- ganized schools.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts having no schools.	Average No. of vot- ers attend- ing school.	No. of per- manent re- sident schol- ars.	No. of dis- tricts fail- ing to file reports.	No. of families.	No. of fam- ilies having children under 20 yrs. of age.	No. of children 5 and 10 yrs. of age.	No. of children 10 and 15 yrs. of age.	No. of children 15 and 20 yrs. of age.
Athens.	3	...	...	...	12	...	...	72	46	27	32	10
Brattleboro.	11	2	...	...	20	4	...	1,097	723	352	347	306
Brookline.	3	...	...	...	13	...	...	49	36	19	23	16
Dover.	7	2	...	...	11	...	...	150	104	68	79	56
Dummerston.	9	2	...	...	11	...	...	223	127	89	25	66
Grafton.	10	1	...	...	17	...	...	245	154	84	88	78
Guilford.	12	2	1	...	12	1	...	250	188	100	92	60
Halifax.	10	4	...	...	13	...	...	241	187	131	114	84
Jamaica.	11	9	1	...	17	...	...	301	193	121	111	77
Londonderry.	12	2	1	...	14	...	10	332	194	106	116	90
Marlboro.	8	4	...	...	8	...	...	126	91	99	67	58
Newfane.	10	5	2	...	14	2	1	253	139	61	71	70
Putney.	9	1	...	...	11	...	...	271	176	118	88	69
Rockingham.	16	2	2	...	16	1	2	635	405	252	244	186
Somerset.	...	...	...	...	10	...	...	18	14	14	7	4
Stratton.	5	2	...	...	10	...	1	70	54	28	42	21
Townshend.	9	...	2	...	10	...	...	164	110	74	82	60
Vernon.	...	...	...	...	...	...	...	...	...	...	...	...
Wardsboro.	7	2	...	...	14	...	1	212	134	72	80	52
Westminster.	13	2	2	...	11	...	...	275	163	106	95	69
Whitingham.	14	3	1	...	12	1	1	297	204	121	119	105
Wilmington.	14	2	...	...	12	1	1	290	181	112	90	86
Windham.	6	2	...	...	14	...	...	152	92	56	60	45
Totals.	201	49	13	1	28	10	19	5,728	3,710	2,216	2,132	1,668

STATISTICS BY TOWNS.—WINLHAM COUNTY.

TABLE NO. 23—Continued.

TOWNS.	Total No. of children between 5 and 20 yrs. of age.	No. of persons between 20 years of age attending common schools.	No. of terms of school during the year.	No. of terms with an average daily attendance of not more than 5 pupils.	No. of terms with an average daily attendance of 5 to 10 pupils.	No. of terms with an average daily attendance of 10 to 15 pupils.	No. of terms with an average daily attendance of 15 to 20 pupils.	Average daily attendance in all the schools.	No. of resident pupils attending public schools in town.	No. of non-resident pupils attending schools in town.
Athens,	69	69	7	...	...	4	3	15.07	...	...
Brattleboro,	1,005	738	44	...	4	13	4	36	...	30
Brookline,	58	61	6	...	3	2	...	13	...	...
Dover,	203	182	18	...	2	5	...	13.33	...	...
Dummerston,	235	225	22	...	4	6	12	15	...	1
Grafton,	250	204	24	...	10	5	3	12.5	...	...
Guilford,	252	244	26	1	6	6	9	38.83	...	20
Halifax,	329	301	25	...	10	4	4	14.2	...	...
Jamaica,	309	266	20	...	9	1	6	15	...	...
Londonberry,	312	269	24	...	9	8	4	15.14	...	20
Marlboro,	224	153	17	...	4	6	4	15.33	...	...
Newfane,	202	199	17	...	4	5	2	16.63	...	...
Putney,	275	244	20	1	4	7	5	14.5	...	...
Rockingham,	683	489	44	...	7	10	7	19.5	...	...
Somerset,	23	21	4	...	4	...	...	9.12	...	...
Stratton,	91	76	11	3	1	2	2	11.2	...	...
Townshend,	216	170	14	...	3	2	1	10.38	...	...
Vernon,	...	...	...	...	...	...	...	...	...	...
Wardsboro,	224	212	18	2	1	6	2	17.6	...	...
Westminster,	270	229	21	4	3	2	5	15.16	...	...
Whitingham,	341	306	31	3	11	10	2	13	...	5
Wilmington,	288	275	33	3	15	7	8	11.24	...	...
Windham,	170	167	18	4	6	2	2	14.47	...	...
Totals,	6,034	5,100	464	28	120	113	94	865.8	381	84

STATISTICS BY COUNTIES—WINDHAM COUNTY.

TABLE NO. 23—Continued.

Towns.	Total No. attending schools of any kind in town.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole No. of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole No. of teachers employed.
Athens,	69	55	18	73	3	24.33	...	73	...	6	6
Brattleboro,	799	417	102	519	17	30.5	48	471	2	29	31
Brookline,	61	50	18	68	6	11.33	...	68	...	5	5
Dover,	182	132	66	198	9	22	24	174	2	14	16
Dummerston,	251	172	77	249	11	22.64	40	209	4	16	20
Grafton,	218	176	80	256	11	23.18	24	232	2	14	16
Guilford,	289	324	82	316	26	12.17	88	228	7	19	26
Halifax,	301	211	89	300	13	23.77	36	264	3	18	21
Jamaica,	266	154	58	212	10	21.2	...	212	...	21	21
Londonderry,	379	213.35	49	263.5	12	21.96	55.5	208	6	13	19
Marlboro,	153	151.15	50.5	202	8	25.25	51	152	3	8	11
Newfane,	246	128	69	197	9	21.89	36	161	3	11	14
Putney,	244	120.5	45.5	234	11	21.27	39	195	4	9	13
Rockingham,	562	212.75	150.25	363	17	21.35	61	322	4	22	26
Somerset,	21	18	22	40	2	20	...	40	...	3	3
Stratton,	76	71.25	17.75	110	6	18.33	10	100	1	10	11
Townshend,	170	126	41	167	7	23.86	24	143	2	12	14
Vernon,	...	...	...	...	...	...	...	...	...	...	...
Wardsboro,	212	76.5	62.5	139	7	18	6	157	1	14	15
Westminster,	254	147	91	238	10	23.13	20	218	2	16	17
Whitingham,	356	216	125	341	16	21.31	48	293	4	23	27
Wilmington,	295	223	110	333	15	27.8	40	293	3	21	24
Windham,	167	135	47	182	8	22.67	10	172	1	12	13
Totals,	5,571	3,530	1,470.5	5,000.5	234	21.37	660.5	4,375	54	316	369

STATISTICS BY TOWNS—WINDHAM COUNTY.

TABLE NO. 23—Continued.

TOWNS.	No. of school-houses with yards inclosed.	No. of school-houses with wood-houses.	No. of school-houses built within the last 5 years.	No. of school-houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school-houses properly ventilated.	(Districts owning Unabridged Dictionaries.	No. of districts owning globes.	No. of districts owning maps.	Districts without suitable blackboards.	No. of school-houses without clocks.	No. of school-houses without thermometers.
Athens.	...	3	...	...	1	2	2	...	...	1	3	2	3
Brattleboro.	1	16	2	...	...	16	10	1	1	3	3	8	10
Brookline.	...	3	...	...	2	1	2	...	1	1	3	3	3
Dover.	...	9	...	...	...	9	...	...	...	...	...	9	9
Dummerston.	...	11	...	...	1	10	7	1	1	2	...	11	11
Grafton.	1	11	...	...	4	13	14	1	1	1	2	10	11
Guilford.	...	14	...	...	1	12	9	...	...	2	...	14	14
Halifax.	...	13	...	...	1	12	1	...	1	2	...	13	13
Jamaica.	1	10	...	...	...	13	1	...	1	...	...	12	12
Londonberry.	1	12	...	...	...	10	3	...	...	...	...	13	13
Marlboro.	...	10	...	...	1	11	3	1	...	2	...	10	11
Newfane.	3	10	3	...	...	8	3	1	...	3	...	9	11
Putney.	1	9	...	...	2	11	8	1	1	...	4	9	10
Rockingham.	...	10	...	...	4	8	9	1	3	10	10	12	12
Somerset.	...	2	...	...	...	2	...	...	...	...	...	2	2
Stratton.	...	6	...	...	...	6	4	...	...	...	1	6	6
Townshend.	3	7	2	...	1	6	5	1	1	4	...	7	7
Vernon.	...	...	...	...	...	...	...	...	...	...	...	...	...
Wardsboro.	...	7	...	...	...	7	5	...	...	2	...	7	7
Westminster.	1	12	...	...	2	10	2	...	2	6	...	...	...
Whitingham.	...	16	...	...	...	16	12	1	...	...	...	16	16
Wilmington.	...	14	2	...	...	14	10	...	...	3	...	14	14
Windham.	1	8	...	...	1	7	6	...	1	3	2	8	8
Totals.	13	213	15	1	21	200	125	9	14	45	32	195	203

STATISTICS BY TOWNS—WINDHAM COUNTY.

TABLE NO. 23—Continued.

TOWNS.	Teachers examined at spring and fall examinations	Teachers' certificates granted by Supt.	Teachers' certificates annulled by Supt.	No. of cases of tardiness.	No. of cases of dismissal before close of session.	No. of pupils having fences.	No. of visits by Supt.	No. of visits by Prudential Com.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school-houses.	School-houses in good condition.	School-houses unfit for use.
Athens,	4	5	...	218	62	30	11	3	71	23.5	.33	3	3	..
Brattleboro,	13	28	...	787	212	731	34	45	664	12	5	16	13	3
Brookline,	3	5	...	305	119	14	14	2	51	19.2	.33	3	2	1
Dover,	5	15	1	839	99	55	17	10	117	19	...	9	6	3
Dummerston,	6	18	...	963	322	74	37	16	241	21	1	11	8	3
Grafton,	8	16	...	600	161	77	24	8	246	16.5	1.81	11	8	3
Guilford,	4	25	...	1,080	206	56	18	6	281	20.4	1.3	14	10	4
Halifax,	8	18	...	2,399	196	39	26	8	227	17.5	1	13	10	3
Jamaica.	4	16	...	785	142	59	21	7	112	20.2	.2	12	7	3
Londonderry,	15	19	1	2,269	267	73	26	8	237	12	2	13	9	4
Marlboro,	5	9	1	960	63	31	15	6	78	23	1	11	7	4
Newfane,	3	12	...	1,036	350	74	29	8	261	18.5	1	11	5	6
Putney,	7	13	1	549	124	64	27	25	241	17	1	10	7	3
Rockingham,	11	24	...	2,108	666	161	72	72	516	18	2	13	10	3
Somerset,	...	3	...	48	1	4	4	1	56	24	...	2	1	1
Stratton,	2	11	...	356	34	16	22	7	64	17.1	...	6	4	1
Townshend,	9	14	1	604	131	61	27	12	172	22.9	1	7	6	1
Vernon,	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Wardsboro,	2	12	...	1,775	89	42	18	10	120	15.5	7	7	7	..
Westminster.	11	16	1	387	136	115	38	10	371	19	1.5	12	4	8
Whitingham,	14	27	...	1,244	183	47	24	7	213	20	1	16	13	3
Wilmington,	10	24	...	1,336	239	76	33	14	275	17.4	1.9	14	12	2
Windham,	9	12	...	553	133	63	33	9	232	20	...	8	5	3
Totals,	153	342	6	21,231	3,935	1,962	570	298	4,846	19	30.37	222	157	62

STATISTICS BY TOWNS—WINDHAM COUNTY.

TABLE NO. 23—Continued.

Towns.	No. of school-houses with yards inclosed.	No. of school-houses with wood.	No. of school-houses built within the last 5 years.	No. of school-houses of stone.	No. of school-houses of brick.	No. of school-houses of wood.	No. of school-houses properly ventilated.	Districts owning Unabridged Dictionaries.	No. of districts own- ing globes.	No. of dis- tricts own- ing wall maps.	Districts without suit- able black-boarding.	No. of school-houses without clocks.	No. of school-houses without thermometers.
Athens.	...	3	...	...	1	2	2	...	...	1	3	2	3
Brattleboro.	1	16	2	...	...	16	10	1	1	3	2	8	10
Brookline.	...	3	...	...	2	1	2	...	1	1	3	3	3
Dover.	...	9	...	...	...	9	...	...	...	...	3	9	9
Dummerston.	...	11	...	...	1	10	7	1	1	2	...	11	11
Grafton.	1	11	...	...	4	7	4	1	1	1	2	10	11
Guilford.	...	14	...	...	1	13	14	...	...	2	...	14	14
Halifax.	...	13	...	...	1	12	9	...	...	2	...	13	13
Jamaica.	1	10	...	...	...	12	1	...	1	...	...	12	12
Londonberry.	1	12	...	...	...	13	9	...	1	...	...	13	13
Marlboro.	...	10	...	...	1	10	3	1	...	...	...	10	11
Newfane.	3	10	...	...	...	11	3	1	...	2	...	9	11
Putney.	1	9	...	...	2	8	8	1	1	3	1	9	10
Rockingham.	...	10	...	1	4	8	9	1	...	10	10	12	12
Somerset.	...	2	...	...	...	2	...	...	...	...	...	2	2
Stratton.	...	6	...	...	...	6	4	...	...	...	...	6	6
Townshend.	3	7	...	...	1	6	5	1	1	4	...	7	7
Vernon.	...	...	...	...	...	...	...	...	...	...	...	...	...
Wardsboro.	...	7	...	...	...	7	5	...	...	2	...	7	7
Westminster.	1	12	...	...	2	10	2	...	2	6	1	...	...
Whitingham.	...	16	...	...	...	16	12	1	...	...	...	16	16
Wilmington.	...	14	...	...	...	14	10	...	...	3	...	14	14
Windham.	1	8	...	...	1	7	6	...	1	3	2	8	8
Totals.	13	213	15	1	21	200	125	9	14	45	32	196	203

STATISTICS BY TOWNS—WINDHAM COUNTY.

TABLE NO. 23—Continued.

TOWNS.	Wages of male teachers, exclusive of board.	Wages of female teachers, exclusive of board.	Cost of board of teachers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for incidental.	Superintendent's bill against the State.	Amount voted to be paid Superintendent by town.
Athens,	.....	\$ 229.50	\$ 139.14	\$ 368.64	\$ 34.60	.....	\$ 4.75	\$15.00	.....
Brattleboro,	\$1,656.00	3,859.00	2,614.00	8,129.00	578.00	\$645.00	430.00	60.00	\$68.00
Brookline,	.....	282.00	117.02	399.02	26.47	19.60	18.58	10.00	.....
Dover,	135.00	647.00	442.70	1,224.70	58.92	2.15	16.50	18.00	.....
Danmerston,	154.00	824.00	644.00	1,622.00	148.65	1.80	18.34	27.00	18.50
Grafton,	177.00	721.00	462.72	1,360.72	90.54	10.77	44.99	16.00	.....
Guilford,	478.50	890.00	750.00	2,118.50	100.00	.....	.....	35.00	.....
Halifax,	204.00	767.00	687.60	1,608.60	117.10	12.71	16.75	38.00	14.50
Jamaica,	.....	691.25	376.57	1,067.82	80.05	.85	4.24	36.25	.....
Londonderry,	322.30	525.75	436.09	1,284.14	117.06	4.35	20.51	24.00	.....
Marlboro,	343.00	445.50	518.85	1,307.35	126.21	17.00	6.00	12.00	.....
Newfane,	158.00	540.50	412.76	1,111.26	98.32	.....	34.30	20.50	14.50
Putney,	214.00	737.30	617.80	1,569.10	95.12	.....	52.65	23.00	.....
Rockingham,	972.00	1,840.50	923.41	3,735.91	178.81	13.00	52.96	27.50	51.00
Somerset,	.....	124.00	45.50	169.50	5.50	.....	6.00	4.72	.....
Stratton,	50.00	233.50	158.60	442.10	20.97	.....	16.70	16.00	.....
Townshend,	171.00	533.22	459.05	1,632.27	75.11	6.00	7.93	23.50	10.00
Vernon,	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wardsboro,	37.50	519.66	284.48	841.64	73.87	6.62	13.76	22.00	.....
Westminster,	80.00	790.80	578.75	1,449.55	133.68	127.75	46.53	24.00	20.00
Whitingham,	312.00	1,086.13	817.32	2,215.45	143.55	7.93	9.95	30.00	.....
Wilmington,	247.50	1,040.25	756.86	2,044.61	146.91	28.50	17.20	42.00	.....
Windham,	75.00	507.00	294.81	876.81	60.16	5.20	25.64	27.25	.....
Totals,	\$5,786.80	\$17,834.86	\$12,488.03	\$36,109.69	\$2,509.60	\$909.23	\$864.28	\$551.72	\$196.50

STATISTICS BY TOWNS—WINDHAM COUNTY.

TABLE NO. 23—Concluded.

TOWNS.	Amount paid Superintendent for examination of teachers.	Cost of new school-houses.	Cost of repairing school-houses.	Amount of public money distributed in March, '71.	Amount raised on the grand list by districts.	Amount raised on the grand list by towns, for school purposes.	Highest rate per cent raised on the grand list by any district.	Lowest rate per cent raised on the grand list by any district.	Rate per cent raised on the grand list by any district.	Estimated cash value of school-houses and grounds.
Athens,	...	.....	.....	\$ 113.49	.....	\$ 44.71	50		35	\$ 1,000
Brattleboro.	...	.....	\$230.00	1,550.00	\$8,804.00	1,550.00	45		15	28,000
Brookline,	.50	.....	.50	87.48	326.34	.....	41		32	1,000
Dover,	4.50	.....	...	382.40	983.86	260.58	65		10	2,000
Dummerston.	6.00	.....	96.52	470.65	1,293.68	.....	40		20	3,000
Grafton,	.50	.....	96.32	375.03	1,148.98	182.17	50		15	6,725
Guilford,	2.00	.....	...	458.98	1,759.52	.....	40		18	2,500
Halifax,	4.50	.....	12.50	338.60	1,223.57	133.73	76		32	2,700
Jamaica,	4.50	.....	8.72	413.10	3.20	.....	59		20	3,300
Londonderry,	.50	.....	93.96	261.62	1,247.41	.....	85		22	3,500
Marlboro,	...	.....	11.45	252.00	1,008.39	73.40	120		30	2,000
Newfane,	3.00	.....	122.20	495.00	904.10	333.00	90		11	6,000
Putney,	...	.....	48.85	442.00	1,380.00	.....	32		21	3,000
Rockingham,	2.00	.....	197.48	862.86	2,938.00	.....	60		16	30,000
Somerset,	1.50	.....	...	25.28	164.58	.....	78		50	250
Stratton,	4.50	.....	26.13	90.00	476.75	.....	105		52	1,500
Townshend,	...	.....	57.26	302.00	1,007.00	.....	60		20	4,000
Vernon,	...	.....	...	...	...	.....	...		...	.....
Wardsboro,	2.00	.....	164.89	409.88	555.33	.....	34		...	.....
Westminster,	...	.....	479.54	577.75	1,371.14	407.34	134		35	3,500
Whitingham,	2.00	\$385.50	20.65	555.64	1,754.14	494.88	...		...	6,400
Wilmington,	3.50	.....	129.98	674.10	1,202.49	.....	52		5	4,050
Windham,	.50	.....	4.15	213.23	724.54	104.40	75		20	1,500
Totals,	\$42.00	\$385.50	\$1,721.10	\$9,851.09	\$30,277.05	\$3,584.21				\$120,925

STATISTICS BY TOWNS—WINDSOR COUNTY.

TABLE NO. 24--WINDSOR COUNTY.
Statistics Compiled from Reports of Town Superintendents for the year ending March 31, 1872.

Towns.	No. of or- ganized school districts.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts having no schools	Average No. of vol- untarily at- tending school district inhabitants.	No. of per- manent se- lect or pri- vate schools	No. of dis- tricts fail- ing to dis- tribute registers	No. of families.	No. of fami- lies having children under 20 yrs. of age.	No. of children between 5 and 10 yrs. of age.	No. of children and 15 yrs. of age.	No. of children between 15 and 20 yrs. of age.
Andover,	8	...	...	...	12	...	1	128	108	52	55	40
Baltmore,	1	...	...	...	12	...	...	18	12	3	6	0
Barnard,	15	...	...	...	11	...	...	333	193	127	137	90
Bethel,	12	4	...	...	17	...	...	506	289	155	171	152
Bridgewater,	13	3	1	...	17	...	...	329	218	133	117	86
Cavendish,	8	2	1	1	24	...	...	393	238	190	222	156
Chester,	16	2	...	...	15	...	...	547	426	191	176	178
Hartford,	10	10	...	1	15	...	...	586	348	281	246	196
Harland,	16	6	...	...	15	...	5	379	295	168	171	119
Ladlow,	12	...	1	...	17	...	...	438	291	154	169	168
Norwich,	18	3	1	1	11	...	...	377	260	182	142	108
Plymouth,	15	2	...	...	12	...	...	243	164	109	102	72
Poufret,	12	5	1	...	12	...	...	264	161	121	99	85
Reading,	9	6	1	...	14	...	...	246	150	95	103	77
Rochester,	12	5	1	...	11	...	...	325	226	136	149	120
Royalton,	14	3	...	...	13	2	1	396	260	167	141	144
Sharon,	11	3	1	...	12	...	3	250	143	111	96	78
Springfield,	15	3	1	...	23	...	...	704	471	244	276	225
Stockbridge,	9	4	1	...	14	...	...	307	208	116	121	96
Weathersfield,	11	2	...	...	17	...	1	367	230	137	126	149
Weston,	11	2	1	...	18	...	...	225	156	78	85	70
West Windsor,	9	2	...	...	11	...	...	180	110	67	71	57
Windsor,	5	1	2	...	14	...	4	457	311	123	116	89
Woodstock,	11	6	...	...	19	1	...	786	484	253	244	232
Totals,	273	77	15	3	356	6	16	8,784	5,742	3,402	3,341	2,797

STATISTICS BY TOWNS—WINDSOR COUNTY.

TABLE NO. 24--Continued.

TOWNS.	Total No. of children between 5 and 20 yrs. of age.	No. of persons between 5 and 20 years of age attending schools.	No. of terms of school during the year.	No. of terms with an average daily attendance of not more than 5 pupils.	No. of terms with an average daily attendance of 5 to 10 pupils.	No. of terms with an average daily attendance of 10 to 15 pupils.	No. of terms with an average daily attendance of 15 to 20 pupils.	Average daily attendance in all the schools.	No. of resident pupils attending other schools in town.	No. of non-resident pupils attending other schools in town.
Andover,	147	147	16	2	6	4	4	11	...	...
Baltimore,	15	16	2	1	2	...	...	1.44	...	...
Barnard,	354	344	34	2	12	9	...	12.50	...	...
Bethel,	478	417	36	...	4	10	9	20.50	31	...
Bridgewater,	336	315	31	7	9	3	3	12.89	...	...
Cavendish,	579	345	30	3	6	3	6	18.56	15	...
Chester,	540	445	44	...	11	18	4	18	60	30
Hartford,	725	625	46	2	7	8	7	20	...	...
Hartland,	458	395	36	1	11	11	7	13.25	30	...
Ludlow,	491	387	27	2	8	2	5	20	28	67
Norwich,	432	317	43	...	7	19	17	11.27	40	30
Plymouth,	283	263	29	1	8	14	6	15.30	...	...
Pomfret,	305	264	23	2	2	6	7	15	...	...
Reading,	275	238	20	...	4	5	2	16.86	...	...
Rochester,	405	380	37	...	9	12	10	19.50	28	8
Royalton,	452	340	35	1	12	11	5	11.97	60	50
Sharon,	285	258	26	4	7	8	4	13	...	...
Springfield,	745	688	52	...	7	11	13	21	9	...
Stockbridge,	333	327	27	2	8	5	11	15.67	...	...
Weathersfield,	370	364	29	1	8	5	3	14	...	...
Weston,	233	227	20	...	7	5	2	16	72	3
West Windsor,	195	153	18	1	7	3	6	12	...	...
Windsor,	329	181	23	...	1	7	...	19.66	...	...
Woodstock,	729	653	48	1	5	8	6	21.39	40	30
Totals,	9,490	8,088	732	33	168	183	149	376.76	414	218

STATISTICS BY TOWNS—WINDSOR COUNTY.

TABLE NO. 24--Continued.

TOWNS.	Total No. attending schools of any kind in town.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.	Whole No. of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole No. of teachers employed.
Andover,	147	142	30	172	8	21.5	12	160	1	12	13
Baltimore,	15	11 88	10.12	22	11	22	23	377.75	...	3	3
Barnard,	344	299.25	101.5	400.75	17	23.56	49	311	2	27	29
Bethel,	448	210	138	348	13	28.62	61	291	4	20	24
Bridgewater,	315	240	112	352	16	21.12	48	251	5	20	25
Cavendish,	360	146	153	299	12	24.91	66	401	4	14	18
Chester,	535	363	104	467	19	24.56	24	480	4	28	32
Hartford,	625	354	149	504	20	25.20	37	423	4	32	36
Hartland,	425	294	166	460	18	25.56	80	218	5	29	32
Ludlow,	482	229	69	298	13	22	36	315	3	17	22
Norwich,	387	180	171	351	19	18.20	63	276	3	29	32
Plymouth,	263	280	59	339	15	22.60	48	229	5	20	25
Pomfret,	264	201	76	277	11	24.00	26	194	4	17	21
Reading,	238	140.33	79 67	220	9	24.44	96	272	2	15	17
Rochester,	418	296	69	365	16	18	25	368	2	21	29
Royalton,	450	287	106	393	17	23	47	230	3	26	29
Sharon,	258	164	113	277	11	25.18	44	558	4	20	24
Springfield,	697	407	195	602	15	30.20	36	272	2	35	37
Stockbridge,	327	236	72	308	13	23.75	84	241	2	28	30
Weatherfield,	364	222	106	325	14	23.25	16	200	3	17	20
Weston,	302	177.5	38.5	216	10	21.60	24	194	3	14	16
West Windsor,	153	143.5	74.5	218	9	24.22	52	137	2	13	16
Windsor,	181	179	110	289	9	32	106	353	3	31	37
Woodstock,	723	307	152	459	19	24			6		
Totals,	8,721	5,509.46	2,454.29	7,961.75	324	24.57	1,093	6,751.75	87	507	595

STATISTICS BY TOWNS—WINDSOR COUNTY.

TABLE NO. 24--Continued.

TOWNS.	No. of teachers who had not taught before.	No. of teachers who had taught before.	No. of teachers who had taught before in the same place.	No. of teachers who had attended a Normal School.	No. of teachers holding Normal School certificates.	No. of teachers holding in certificate.	No. of teachers without certificates.	No. of teachers who boarded "around."	No. of teachers who left their schools before the close of their engagements.	No. of teachers examined by Sup't.	No. of teachers who passed the examination.
Andover,	3	10	3	...	...	...	...	...	1	13	11
Baltimore,	1	2	...	...	...	...	...	...	1	2	2
Barnard,	4	25	...	...	...	...	...	...	3	26	26
Bethel,	2	16	...	...	...	...	...	...	1	13	12
Bridgewater,	6	19	...	...	...	...	...	...	2	29	28
Cavendish,	3	15	...	...	...	...	...	...	2	19	17
Chester.	7	25	...	...	...	...	...	...	1	30	30
Harford,	9	27	...	...	...	...	...	...	...	35	31
Hartland,	5	27	...	...	...	...	...	...	...	30	30
Ludlow,	8	14	...	...	...	...	...	...	...	27	23
Norwich,	10	22	...	...	...	...	...	...	...	28	28
Plymouth.	8	17	...	...	...	...	...	...	...	25	23
Pomfret,	2	19	...	...	...	...	...	...	...	16	13
Reading.	2	15	...	...	...	...	...	...	...	15	15
Rochester,	11	18	...	...	...	...	...	...	...	30	27
Royalton,	7	22	...	...	...	...	...	...	...	21	21
Sharon.	3	21	...	...	...	...	...	...	...	31	33
Springfield,	7	30	...	...	...	...	...	...	...	14	14
Stockbridge.	5	25	...	...	...	...	...	...	...	23	23
Weathersfield,	8	20	...	...	...	...	...	...	...	19	12
Weston.	3	17	...	...	...	...	...	...	...	16	15
West Windsor.	8	8	...	...	...	...	...	...	...	5	5
Windsor,	2	14	...	...	...	...	...	...	...	34	31
Woodstock.	8	29	...	...	...	...	...	...	...	...	...
Totals.	138	457	118	40	22	31	5	170	89	588	497

STATISTICS BY TOWNS—WINDSOR COUNTY.

TABLE NO. 24--Continued.

Towns.	Teachers examined at spring and fall examinations.	Teachers' certificates granted by Supt.	Teachers' certificates annulled by Supt.	No. of cases of land mess.	No. of cases of dismissal before close of session.	No. of pupils having no absences.	No. of visits by pupil.	No. of visits by Pruden- tial Com.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school-houses.	School-houses in good condition.	School-houses in use.
Andover,	11	11	...	583	74	43	26	8	161	18	.5	8	5	3
Baltimore,	...	2	...	57	4	9	...	...	...	15.66	...	1	...	1
Barnard,	12	26	...	1,835	297	67	31	20	277	16.82	1	17	11	6
Bethel,	4	13	...	1,462	234	179	46	14	289	26.77	.5	13	9	3
Bridgewater,	23	28	...	1,031	260	75	33	12	223	17	56	17	8	3
Cavendis',	9	17	...	2,221	470	109	58	47	230	18	1.83	11	8	2
Chester,	21	30	...	3,218	510	138	47	11	377	20	2	18	15	3
Hartford,	12	31	...	3,429	1,583	186	71	73	352	17	1.4	19	14	5
Hartland,	16	30	...	1,716	315	64	36	11	259	18.22	1	18	13	5
Ludlow,	25	23	...	1,388	454	128	30	11	416	23	3	12	9	3
Norwich,	24	32	...	1,209	951	74	52	15	206	18	1	19	16	3
Plymouth,	16	23	...	2,263	273	46	15	12	207	18	1.9	15	8	7
Pomfret,	12	16	...	1,366	124	91	24	3	187	21.33	1.18	11	5	6
Reading,	8	15	...	2,258	326	49	27	8	143	21	1.2	9	7	2
Rochester,	27	29	...	2,284	471	59	54	6	263	21	1	15	8	7
Royalton,	22	27	...	4,096	593	70	16	7	174	21.30	.3	17	9	8
Sharon,	13	21	...	571	199	68	115	10	147	19.2	.65	11	7	4
Springfield,	11	33	...	1,486	823	272	106	121	818	20	3	20	18	2
Stockbridge,	8	14	...	2,078	443	69	22	15	221	18.5	1	13	10	3
Weathersfield,	13	23	...	2,350	273	76	36	18	342	20	2.86	13	9	3
Weston,	5	15	...	1,452	237	54	20	10	154	21	1	10	8	2
West Windsor,	6	15	...	790	146	27	18	3	70	17	.78	9	7	2
Windsor,	...	5	...	3,125	426	71	18	11	40	15	1.28	8	5	1
Woodstock,	34	31	...	1,254	510	208	8	88	296	16	1	16	12	4
Totals,	332	510	4	43,522	9,956	2,232	929	534	5,859	20	29.94	320	221	88

APPENDIX TO SECRETARY'S REPORT.

STATISTICS BY TOWNS—WINDSOR COUNTY.

TABLE NO. 24--Continued.

Town.	No. of school-lands.	No. of school-houses.	No. of scholars.	No. of children under 16 years.	No. of school-stones.	No. of school-bricks.	No. of school-boules of wood.	No. of school-properly tiled.	Districts owning land.	Abridged Dictionary.	No. of dis-tric-tion own-ing globes.	No. of dis-tric-tion own-ing wall maps.	Districts without suitable black-boards.	No. of school-houses without clocks.	No. of school-houses without thermometers.
Andover,	0	1	48	22	1	12	0	12	1	1	1	2	1	1	1
Baltimore,	1	1	17	11	1	1	17	1	1	1	1	1	1	1	1
Barnard,	1	1	11	12	1	1	11	1	1	1	1	1	1	1	1
Bethel,	1	1	12	13	1	1	12	1	1	1	1	1	1	1	1
Bridge-water,	3	1	15	15	1	1	15	1	1	1	1	1	1	1	1
Cavendish,	3	1	16	16	1	1	16	1	1	1	1	1	1	1	1
Chester,	0	1	18	19	1	1	18	1	1	1	1	1	1	1	1
Hartford,	0	1	11	11	1	1	11	1	1	1	1	1	1	1	1
Ladlow,	2	1	11	11	1	1	11	1	1	1	1	1	1	1	1
Norwich,	1	1	15	17	1	1	15	1	1	1	1	1	1	1	1
Plymouth,	1	1	18	19	1	1	18	1	1	1	1	1	1	1	1
Pomfret,	1	1	11	12	1	1	11	1	1	1	1	1	1	1	1
Reading,	1	1	15	16	1	1	15	1	1	1	1	1	1	1	1
Rochester,	1	1	17	18	1	1	17	1	1	1	1	1	1	1	1
Roylton,	1	1	20	21	1	1	20	1	1	1	1	1	1	1	1
Sharon,	4	1	13	14	1	1	13	1	1	1	1	1	1	1	1
Springfield,	2	1	18	19	1	1	18	1	1	1	1	1	1	1	1
Stockbridge,	4	1	20	21	1	1	20	1	1	1	1	1	1	1	1
Wentworthfield,	1	1	13	14	1	1	13	1	1	1	1	1	1	1	1
Weston,	1	1	18	19	1	1	18	1	1	1	1	1	1	1	1
West Windsor,	1	1	19	20	1	1	19	1	1	1	1	1	1	1	1
Windsor,	0	1	11	12	1	1	11	1	1	1	1	1	1	1	1
Woodstock,	0	1	11	12	1	1	11	1	1	1	1	1	1	1	1
Totals,	44	4	280	292	4	48	263	102	19	60	77	60	50	204	310

STATISTICS BY TOWNS—WINDSOR COUNTY.

TABLE NO. 24--Continued.

TOWNS.	Wages of male teachers, exclusive of board.	Wages of female teachers, exclusive of board.	Cost of board of teachers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for incidentals.	Superintendent's bill against the State.	Amount voted to be paid Superintendent by town.
Andover.	\$ 79.50	\$ 488.50	\$ 313.80	\$ 881.80	\$ 58.94	\$ 14 46	\$ 19 65	\$19.00	\$17.00
Baltimore.	.....	85.00	56.00	141.00	14 70	.....	4.30	.....	.....
Barnard.	137.33	1,062.00	787.45	1,986.78	269.10	.75	46.45	29.50	.....
Bethel.	266.00	1,159.00	832 01	2,257.00	124.40	1.25	32.00	32.50	.....
Bridgewater.	260.58	680.95	575.85	1,517.34	165.05	15.00	25.33	26.00	.....
Cavendish.	360.01	911.00	771.25	2,042.25	191 68	4.77	15.72	30.00	14.00
Chester.	375.00	1,508.14	1,025.96	2,909.10	341.67	15.72	1 48	27 00	27.00
Hartford.	255.00	1,591 00	1,365.00	3,211.00	278 00	.....	110.00	52.00	50.00
Hartland.	262 00	1,217.00	908.00	2,382.00	254.94	141.00	64.38	38.00	.....
Ludlow.	970.00	1,157.50	560.83	2,688.33	338.29	932.42	341.91	34.50	.....
Norw ch.	127.00	958.27	674.96	1,760.23	238 14	2.60	48.57	44.00	.....
Plymouth.	308.34	742.55	611.58	1,662.47	178.69	14 00	25.80	10.00	.....
Pomfret.	383.00	778.00	624.00	1,785.00	140.00	.50	28.65	24.00	.....
Reading.	130.00	639.17	476.42	1,245.59	106.25	1.21	34.35	23.50	.....
Rochester.	517 01	835 00	832.65	2,184.65	183.00	15.85	20.30	47.00	.....
Royalton.	110 00	1,000.50	666.25	1,876.75	194.40	2 89	84.17	13.00	.....
Sharon.	262.25	706.00	566.63	1,534.88	192.94	1.00	41.27	30.00	.....
Springfield.	1,052 00	2,510.90	1,671.64	5,234.54	321 97	78.34	212.18	43.50	60.00
Stockbridge.	107.00	904.00	706.50	1,717.50	159.24	14.50	33 16	26.50	.....
Weathersfield.	481.57	955.00	866.05	2,302.62	265.17	19.40	74.27	26.00	.....
Weston.	125.00	707 00	444.24	1,276.24	125.52	39.13	31.90	25.00	.....
West Windsor.	84.00	669.50	552 73	1,306.23	182.07	16.00	17.65	22.00	.....
Windsor.	884.00	660.00	944.00	2,488.00	300.00	.....	64.00	22.00	.....
Woodstock.	1,242.00	1,974.00	1,913 00	5,129 00	534.00	34.46	254.00	13.00	.....
Totals.	\$4,778.57	\$23,899.98	\$18,741.79	\$51,420.34	\$5,158.16	\$1,360.85	\$1,631.49	\$658.00	\$168.00

STATISTICS BY TOWNS—WINDSOR COUNTY.

TABLE NO. 24--Concluded.

Towns.	Amount paid super- intendent for exam- ination of teachers.	Cost of new school- houses.	Cost of re- pairing school- houses.	Amount of public mon- ey contrib- uted March 1st, 1871.	Amount raised on the grand list by dis- tricts.	Amount raised on the grand list by towns, for school pur- poses.	Highest rate per cent raised on the grand list by any district.	Lowest rate per cent raised on the grand list by any district.	Estimated cash value of school- houses and school grounds.
Andover,	....	.....	.....	\$ 227.20	\$ 814.82	\$ 32 12	62	42	\$ 1,800
Baltimore,	....	.....	.....	.....	117.56	.....	25	25	50
Barnard,	\$7.00	.....	.....	469.94	1,707.22	477.94	60	40	5,625
Bethel,	2.50	.....	.....	635.00	932.91	.....	100	40	6,000
Bridgewater,	1.00	.....	.....	455.00	1,555.85	191.35	90	16	7,500
Canvondish,	5.00	.....	.....	661.60	1,927.37	565.47	40	15	9,000
Charter,	.50	.....	.....	881.58	2,367.97	.....	75	10	5,600
Hartford,	2.00	\$5,000.00	.....	1,023.00	2,870.00	.....	60	15	4,000
Hartland,	4.50	689.84	.....	800.00	1,514.40	563.00	75	12	10,400
Ladlow,	1.00	5,000.00	.....	608.26	3,587.01	550.00	50	....	12,000
Norwich,	1.50	.....	.....	650.82	1,295.00	.....	80	10	3,500
Plymouth,	2.00	.....	.....	443.00	1,592.00	200.40	60	20	4,500
Pouffret,	2.00	.....	.....	505.95	1,247.00	.....	75	20	5,000
Reading	.50	.....	.....	508.11	948.07	.....	35	15	4,000
Rocheater,	1.00	.....	.....	491.58	1,778.84	.....	75	22	4,500
Royalton	3.00	.....	.....	.....	2,000.00	.....	....	15	2,500
Sharon,	2.00	.....	.....	570.97	990.59	332.21	47	8	2,000
Springfield,	1.50	.....	.....	1,663.79	5,384.37	780.87	45	12	18,000
Stockbridge,	3.00	.....	.....	390.05	2,304.38	2,370.87	100	26	9,000
Wentworthfield,	1.00	.....	.....	780.00	1,954.73	.....	50	14	5,600
Weston,	1.00	.....	.....	282.99	1,373.92	188.18	85	43	7,000
West Windsor,	2.00	.....	.....	447.00	885.27	.....	..	....	2,500
Windsor,	1.50	.....	.....	850.00	2,200.00	.....	40	12	4,500
Woodstock,	....	.....	.....	1,606.20	.....	.....	....	....	.....
Totals,	\$45.60	\$10,084.84	\$2,140.72	\$14,952.04	\$41,880.28	\$6,258.01	.....	.....	\$134,575

TABLE NO. 25.
Statistics by Counties, from Annual Reports of Town Superintendents, for the School Year ending March 31, 1872.

STATISTICS BY COUNTIES—1872.													
COUNTIES.	No. of organized school districts.	No. of fractional districts.	No. of districts having no schools during the year.	No. of districts voting to have no schools.	Average No. of voters attending school district meetings.	No. of permanent school or private schools.	No. of districts failing to the registers.	No. of families.	No. of families having children under 20 years of age.	No. of children between 5 and 10 years of age.	No. of children between 10 and 15 years of age.	No. of children between 15 and 20 years of age.	Total No. of children between 5 and 20 years of age.
Addison.	170	29	13	3	370.16	4	23	5,061	3,054	2,135	2,086	1,708	6,024
Bennington.	180	19	5	1	243.62	4	6	4,516	3,362	2,210	2,094	1,744	6,072
Caledonia.	161	35	5	...	211.93	5	8	4,620	3,114	1,898	1,834	1,386	5,301
Chittenden.	98	19	6	3	206.1	6	9	6,180	4,482	3,340	3,272	2,794	9,406
Essex.	66	9	5	2	111.65	...	6	1,554	1,001	667	617	449	1,789
Franklin.	153	30	7	3	130	4	8	1,258	3,246	2,345	2,483	1,768	6,444
Grand Isle.	26	...	1	...	64	...	1	713	460	386	343	296	1,220
Lamoille.	119	28	14	2	126	...	10	2,928	2,011	1,163	1,318	1,009	3,600
Orange.	198	45	9	4	181.1	7	5	4,787	2,862	1,748	1,912	1,562	5,262
Orleans.	168	35	6	2	223.98	2	22	4,374	3,172	2,082	2,228	1,661	6,030
Rutland.	215	46	12	2	327	4	10	7,963	5,704	3,734	3,847	2,838	10,968
Washington.	182	43	11	6	327.98	3	7	6,601	4,098	2,549	2,617	2,134	7,297
Windham.	201	49	13	1	28	10	19	5,723	3,710	2,216	2,132	1,668	6,084
Windsor.	273	77	15	3	356	5	16	8,784	5,742	3,402	3,341	2,797	9,499
Totals,	2,160	464	122	32	2,907.53	54	150	67,262	46,018	29,875	30,124	23,814	84,946

STATISTICS BY COUNTIES—1872.

TABLE NO. 25-Continued.

COUNTIES.	No. of persons between 5 and 20 years of age attending common schools.	No. of terms of school during the year.	No. of terms with an average daily attendance of not more than 5 pupils.	No. of terms with an average of 5 to 10 pupils.	No. of terms with an average of 10 to 15 pupils.	No. of terms with an average daily attendance of 15 to 20 pupils.	No. of resident pupils attending academies, seminaries, or private schools in town.	No. of non-resident pupils attending academies, seminaries, or private schools in town.	Total number attending schools of any kind in town.	No. of weeks of school supported by district tax.	No. of weeks of school supported by public money.
Addison,	5,372	356	13	71	101	114	233	52	5,810	2,998.8	1,381.5
Bennington,	4,913	325	6	45	73	71	205	238	5,661	2,762	1,165
Caledonia,	5,052	396	16	91	106	68	423	297	5,701	2,858.55	1,296.95
Chittenden,	5,418	377	4	31	87	99	414	43	4,707	2,392.75	874.75
Essex,	1,533	126	4	42	35	18	75	25	1,649	987.5	363.5
Franklin,	5,320	348	7	45	91	76	346	122	5,788	2,663.4	1,471.75
Grand Isle,	850	41	...	4	7	21	47	...	927	461.5	184.6
Lamoille,	3,014	259	13	51	65	67	271	97	3,206	2,043.5	783.5
Orange,	4,382	424	24	99	131	111	492	278	5,204	3,440.73	1,877.03
Orleans,	5,295	382	10	47	97	115	455	96	5,308	2,960.33	1,130.67
Rutland,	10,805	565	19	106	132	84	572	59	11,568	4,557.5	2,136.5
Washington,	5,762	418	13	84	108	95	585	185	6,822	3,354.5	1,226
Windham,	5,100	464	28	120	113	94	381	84	5,571	3,530	1,470.5
Windsor,	8,088	732	33	168	183	149	414	218	8,721	5,509.46	2,545.29
Totals,	70,904	5,213	190	1,004	1,329	1,182	4,913	1,794	76,643	40,520.52	17,407.54

STATISTICS BY COUNTIES—1872.

TABLE NO. 25--Continued.

COUNTIES.	Whole number of weeks of school.	No. of common schools.	Average length of school, in weeks.	No. of weeks of school taught by males.	No. of weeks of school taught by females.	No. of male teachers employed.	No. of female teachers employed.	Whole number of teachers employed.	No. of teachers who had not taught before.	No. of teachers who had taught before.	No. of teachers who had taught before in the same district.	No. of teachers who had attended a Vermont Normal School.
Addison,	4,407.3	171	25.77	943	3,504.3	72	231	303	69	244	83	4
Bennington,	3,942.8	164	24.04	864.07	3,231.6	53	198	251	56	197	68	6
Caledonia,	4,247.5	192	22.12	373	3,866.5	31	269	300	58	244	64	9
Chittenden,	4,365	165	26.45	687.73	3,684.25	50	238	288	49	239	84	38
Essex,	1,351	76	17.78	148	1,203	13	101	114	21	88	22	2
Franklin,	4,187.4	172	24.35	561	3,609.4	48	244	293	57	236	52	30
Grand Isle,	692.1	25	27.68	124.6	567	10	28	38	9	28	10	..
Lamoille,	2,854	135	21.14	397	2,457	31	191	220	41	175	47	75
Orange,	4,438.23	209	22.53	473.23	4,365.47	43	297	333	75	265	77	74
Orleans,	4,168	182	22.9	535	3,584	47	257	304	54	250	68	39
Rutland,	7,177	254	28.26	1,051.5	6,020.5	76	346	422	69	320	97	30
Washington.	4,760	200	23.8	675.75	4,071.86	56	321	377	71	301	63	17
Windham,	5,000.5	234	21.37	660.5	4,375	54	316	369	94	275	86	7
Windsor,	7,961.75	324	24.57	1,093	6,751.75	87	507	595	138	457	118	46
Totals,	59,552.58	2,503	Av 23.79	8,637.38	51,291.63	671	3,544	3,907	861	3,319	939	377

STATISTICS BY COUNTIES—1872.

TABLE NO. 25--Continued.

COUNTIES.	No. of teachers holding Normal School certificates.	No. of teachers holding Instructive certificates.	No. of teachers who taught without certificates.	No. of teachers who "boarded around."	No. of teachers who left their schools before the close of their engagements.	No. of teachers examined by Superintendents.	No. of teachers who passed the examination.	No. of teachers examined at the regular spring and fall examinations.	No. of teachers' certificates granted by Superintendents.	No. of teachers' certificates annulled by Superintendents.	No. of cases of tardiness.	No. of cases of dismissal before close of session.	No. of pupils having no absences.
Addison,	4	15	2	125	16	309	260	201	289	1	53,882	7,691	498
Bennington,	2	9	2	96	15	257	255	115	234	2	40,043	6,599	486
Caledonia,	5	6	8	122	23	279	217	165	283	..	18,171	2,993	918
Chittenden,	21	15	2	43	15	216	177	92	203	1	42,845	4,815	585
Essex,	..	4	..	32	6	120	99	47	104	3	10,132	1,176	240
Franklin,	10	5	10	107	16	239	189	144	224	..	51,613	8,013	393
Grand Isle,	..	..	1	17	4	42	35	33	38	..	5,271	749	54
Lamoille,	31	11	3	98	21	176	162	104	162	1	17,141	2,666	597
Orange,	18	7	4	147	22	336	271	181	299	6	24,216	5,582	959
Orleans,	15	7	7	66	19	299	259	153	278	3	32,084	3,727	971
Rutland,	18	11	9	109	22	402	320	198	575	2	65,118	10,159	1,387
Washington,	7	13	4	85	26	368	278	222	361	3	32,533	5,441	1,028
Windham,	4	16	6	98	19	361	323	153	342	6	21,231	3,935	1,962
Windsor,	22	31	5	170	39	533	497	332	510	4	43,522	9,956	2,232
Totals,	157	150	75	1,313	263	3,937	3,342	2,140	3,702	32	447,802	73,592	12,310

STATISTICS BY COUNTIES—1872.

TABLE NO. 25--Continued.

COUNTIES.	No. of visits by Superintendents.	No. of visits by Prudential Committees.	No. of visits by others.	Average No. of classes in school.	Average No. of pupils pursuing higher studies.	No. of school-houses.	No. of school-houses in good condition.	No. of school-houses unfit for their purpose.	No. of school-houses with yards inclosed.	No. of school houses with wood-houses.	No. of school-houses built within the last five years.	No. of school-houses of stone.	No. of school-houses of brick.
Addison,	410	217	2 397	20	47	178	110	61	13	131	22	12	9
Benningtou,	287	195	1,868	20	12 53	140	88	58	22	106	22	2	7
Caledonia,	543	238	3,272	18	16.72	174	123	44	18	141	23	...	2
Chittenden,	426	125	1 828	20	93.62	155	92	34	24	127	11	3	33
Essex,	191	42	572	19	12.43	65	45	17	6	49	10	...	...
Franklin,	299	100	1,566	17	5.93	174	107	58	17	113	17	...	20
Grand Isle,	38	20	169	19	8.75	21	10	10	3	11	2	5	8
Lamoille,	214	79	1,586	17	12.77	124	61	52	9	95	19	...	1
Orange,	435	164	2,949	20	11.28	204	132	57	20	169	16	1	18
Orleans,	499	163	1,951	19	20.04	180	132	40	26	151	27	...	...
Rutland,	490	406	3,284	18	88.89	232	156	68	29	187	37	6	15
Washington,	512	273	2,859	19	31.75	210	139	57	27	178	20	...	4
Windham,	570	298	4,846	19	30.37	222	157	62	18	213	15	1	21
Windsor,	929	534	5 859	20	29.94	320	221	88	44	280	22	8	48
Totals.	5,843	2,854	35,006	Av. 19	422.02	2,399	1,573	706	271	1,951	263	40	186

STATISTICS BY COUNTIES—1873.

TABLE NO. 25--Continued:

COUNTIES.	No. of school-houses of wood.	No. of school-houses properly ventilated.	No. of districts owning unaltered Diction-aries.	No. of districts owning globes.	No. of districts owning wall maps.	No. of school-houses without suitable black-boards.	No. of school-houses without clocks.	No. of school-houses without thermom-eters.	Wages of male teachers, exclusive of board.	Wages of female teachers, exclusive of board.
Addison,	147	76	5	14	27	62	174	178	\$8,349.50	\$ 4,877.19
Bennington,	142	60	10	22	20	53	141	153	5,377.03	12,516.95
Caledonia,	172	55	18	20	18	29	158	167	2,933.28	13,584.96
Chittenden,	21	46	16	32	22	32	133	143	5,123.15	11,811.48
Essex,	65	32	4	4	11	21	61	65	1,352.50	8,772.84
Franklin,	150	51	5	10	11	55	168	172	4,020.91	10,785.14
Grand Isle,	8	4	1	1	...	2	21	21	915.00	1,934.84
Lamoille,	123	43	21	22	8	57	120	155	3,129.68	8,335.00
Orange,	185	104	12	12	27	76	195	199	2,524.03	12,810.75
Orleans,	180	79	9	17	21	25	162	171	3,195.05	12,808.36
Rutland,	200	101	14	16	21	78	209	214	10,510.49	25,017.35
Washington,	203	119	17	23	48	39	183	205	5,180.13	14,359.56
Windham,	200	125	9	14	45	32	195	203	5,726.80	17,834.86
Windsor,	263	162	19	50	77	50	294	310	8,778.57	23,899.98
Totals,	2,159	1,057	160	257	365	611	2,214	2,326	\$67,185.12	\$183,909.26

STATISTICS BY COUNTIES—1872.

TABLE NO. 25--Continued.

COUNTIES.	Cost of board of teachers.	Aggregate amount paid for wages and board of teachers.	Cost of fuel.	Cost of new furniture.	Amount paid for incidents.	Superintendents' bill against the State.	Amount voted to be paid Superintendents by towns.	Amount paid Superintendents for examination of teachers.
Addison,	\$9,127.05	\$32,253.74	\$3,025.70	\$ 715.82	\$1,605.24	\$313.50	\$ 44.00	\$23.00
Bennington,	10,444.02	28,388.00	2,393.20	1,311.96	586.23	315.35	111.70	37.50
Caledonia,	10,332.64	26,850.88	3,353.76	903.74	1,210.32	458.10	146.00	19.00
Chittenden,	6,676.13	33,321.11	2,966.21	1,815.00	911.01	291.25	1,063.00	21.50
Essex,	2,846.50	7,604.72	6,071.54	118.72	181.26	191.70	33.50	18.00
Franklin,	9,504.20	24,310.25	2,745.94	728.42	389.72	350.72	....	32.25
Grand Isle,	1,322.50	4,882.30	441.30	17.58	81.43	68.00	....	50
Lamoille,	6,016.06	17,680.74	1,564.54	115.07	492.48	227.50	6.25	11.25
Orange,	10,315.33	26,349.91	2,642.53	177.79	599.32	422.25	69.20	42.50
Orleans,	8,791.83	24,435.24	2,288.58	449.15	593.98	421.75	88.00	43.52
Rutland,	17,903.43	53,431.27	4,930.92	2,763.73	2,751.96	525.60	37.00	58.00
Washington,	11,329.14	30,877.83	2,973.83	286.12	927.93	456.74	8.00	28.50
Windham,	12,488.03	36,109.69	2,509.60	909.23	864.28	551.72	196.50	42.00
Windsor,	18,741.79	51,420.34	5,158.16	1,360.85	1,631.49	658.00	168.00	45.50
Totals,	\$135,841.65	\$397,166.02	\$37,665.81	\$11,673.18	\$12,826.65	\$5,252.18	\$1,971.15	\$423.02

STATISTICS BY COUNTIES—1872.

TABLE NO. 25--Concluded.

COUNTIES.	Cost of new school-houses.	Cost of repairing school-houses.	Amount of public money distributed in March, 1871.	Amount raised on the Grand list by districts.	Amount raised on the Grand list by towns, for school purposes.	Estimated cash value of school-houses and school-grounds.	Average yearly cost of schools.	Average weekly cost of schools.
Addison,	\$ 6,396.00	\$1,105.52	\$8 708.17	\$32 588.97	\$3,039.95	\$154,325	\$215.70	\$8 37
Bennington,	6,344.28	1 283.01	7,483 12	29,340.13	4,436.39	82,040	190.96	7.94
Caledonia,	16,533 10	1,462 71	6,497 78	30,557 19	6,326 58	139,915	163.62	7.40
Chittenden,	32,210 27	4,078 01	8,811.19	25,206.65	24,825.91	134,682	225 38	8.52
Essex,	.....	5,518.29	1,969.75	6,161.76	1 631.05	221,680	111 28	6.26
Franklin,	.....	1,203 38	6,409 09	19,362.81	2,340.06	60,705	159.57	6.55
Grand Isle,	.....	619.46	1,374.85	3 509.21	.....	9,800	188 20	6.94
Lamoille,	3,332.00	421 66	3,852.20	14,327 23	736 00	47,225	149 91	6.91
Orange,	1,729.00	1,999 28	6,316 78	20 933 84	3,681.39	54,070	141.59	6.66
Orleans,	800.00	1 039.10	6,527 32	21,482.40	2,361.03	83,572	150.10	6.55
Rutland,	5,485.00	2 956 23	15,867.48	43,778 14	7,889 34	174,350	240.61	8.51
Washington,	1 821.00	1 993 35	18 557.61	27,137.13	2 270.91	82,750	173.90	7.31
Windham,	385.50	1,721 10	9,351.09	30 277 05	3,684.21	120,925	154.84	7.87
Windsor,	10 649 84	2,110.72	11,952 04	41,389 28	6,258 01	134,575	148.80	7.31
Totals,	\$85,724.99	\$22,571 82	\$116,678.50	\$846,051.89	\$69,880.83	\$1,265,887	\$177.36	\$7.52

INDEX.

A.

Academies, incorporated,	264
list of,	266
Additional studies,	14
Arithmetic,	9
Associations, teachers',	268
Austin, L. A., report of,	34
Authorized list of text-books,	39

C.

Castleton Normal School, report of,	247
Circulars to superintendents and teachers,	4, 197
Conant, Edward, report of,	24
Conclusion,	328

D.

Depository, State school-book,	14
--------------------------------	----

E.

Examinations, private,	227
------------------------	-----

G.

General questions for town examinations,	122
General remarks of town superintendents,	333
Geography,	8
Grammar,	9

INDEX.

H.

History,	13
----------	----

I.

Incorporated academies,	264
list of,	266
Institute examinations,	95
names of persons receiving certificates at,	95
tables of statistics of,	97, 98
Institutes of 1870-71,	45
Addison County,	55
Bennington County,	47
Caledonia County,	51
Chittenden County,	55
Essex County,	51
Franklin County,	52
Grand Isle County,	53
Lamoille County,	45
Orange County,	53
Orleans County,	54
Rutland County,	49
Washington County,	49
Windham County,	50
Windsor County,	56
Institutes of 1871-72	56
Institute statistics,	66
for the year 1870-71,	68
for the year 1871-72.	69

J.

Johnson Normal School, report of.	250
-----------------------------------	-----

L.

Leavenworth, Abel E., report of.	25
----------------------------------	----

INDEX.

M.

Mead, C. D., report of,	26
Meetings of town superintendents in 1871,	116
in 1872,	192
Order of business at,	120
statistics of, in 1871,	116
statistics of, in 1872,	194
superintendents present at, in 1871,	117
superintendents present at, in 1872,	194

N.

Normal Schools,	16, 230
entrance examinations to,	232
first course of studies in,	233
remarks of town superintendents on,	256
second course of studies in,	233

O.

Order of business at meetings of town superintendents,	120
--	-----

P.

Philosophy,	13
Private examinations,	227

Q.

Questions for written examinations, (See written examinations),	
---	--

R.

Randolph Normal School, report of,	234
Readers,	10
Regulations for written examinations,	121
Remarks of town superintendents, (See town superintendents).	
Report of Abel E. Leavenworth,	28
Castleton Normal School,	247

INDEX.

Report of C D. Mead,	26
Edward Conant,	24
H. H. Shaw,	36
Johnson Normal School,	250
J. S. Spaulding,	21
L. A. Anstin,	34
Randolph Normal School,	234
Secretary,	43
Board of Education,	3
Reports of teachers on school-books,	21

S.

School statistics,	322
Secretary, circulars of, to superintendents and teachers,	4, 197
report of,	43
salary of,	17
Shaw, H. H., report of,	36
Spaulding, J. S., report of,	21
State Board of Education, report of,	3
State certificates, laws relating to, in California,	105
in Georgia,	107
in Illinois,	103
in Ohio,	102
in Pennsylvania.	104
in Wisconsin,	104
in Province of Ontario,	108
in Prussia,	111
remarks of Chief Superintendent of Province of Ontario on,	110
remarks of State Superintendent of California on.	106
remarks of State Superintendent of Mis- souri on,	107
remarks of town superintendents on,	

INDEX.

State school-book depository,	14
Statistics, school,	322
Summary of work,	44
T.	
Teachers' associations,	268
Teachers' Institutes,	45
changes in law for,	74
obstacles to more general attendance at,	70
opinions of State Superintendents on,	77
remarks of town superintendents on,	82
statistics of,	66
statistics of, for 1870-71,	68
statistics of, for 1871-72,	69
Teachers' reports on text-books,	21
Text-books, authorized list of,	39
report of Board of Education on,	3
reports of teachers on,	21
uniformity of,	269
Town examinations, (see also written examinations),	114
Town or municipal system,	275
extracts from reports on,	278
remarks of town superintendents on,	29
Town superintendents' certificates,	228
Town superintendents, meetings of, in 1871,	116
meetings of, in 1872,	192
present at meetings of, in 1871,	117
present at meetings of, in 1872,	194
general remarks of,	333
remarks of, on Institute examinations,	112
on normal schools,	255
on Teachers' Institutes,	82
on town examinations,	176
on the town system,	292
statistics of meetings of, in 1871,	116
statistics of meetings of, in 1872,	194

